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ABSTRACT

This book offers 13 papers on the creation, development, and enhancement of international programs in colleges and universities. Following a preface by Charles B. Klasek and a list of contributors, the papers are: (1) "Administration of International Education" (Tannaz Rahman and LaMarr Kopp); (2) "Foreign Students and Scholars" (Ann Kuhlman); (3) "Implementation of International Competence Strategies: Faculty" (Holly M. Carter); (4) "Internationalization of the Curriculum" (Maurice Harari); (5) "Education Abroad and International Exchange" (Marian Aitches and Tom Hoemeke); (6) "International Education: Public Service and Outreach" (Mary Anne Flournoy); (7) "Inter-Institutional Cooperation Guidelines and Agreements" (Charles B. Klasek); (8) "Technical and Educational Development" (Eunice P. French); (9) "The Private Sector/Educational Partnership for International Competence" (Brian J. Garavalia); (10) "The Process of Internationalization at Minority Institutions" (Joseph L. Overton); (11) "Developing a Strategy for Internationalization in Universities: Towards a Conceptual Framework" (John L Davies); (12) "The Need for a Definition of International Education in U.S. Universities" (Stephen Arum and Jack Van de Water); and (13) "University Ethos: The Spark, The Flame, The Fire" (Charles B. Klasek). Reference lists follow each paper. (JB)

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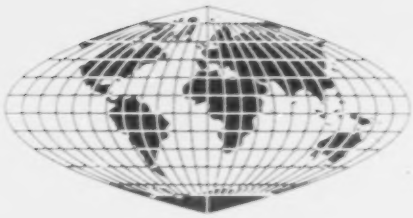

Bridges To The Future:

Strategies For Internationalizing Higher Education

Association of International Education Administrators

Charles B. Klasek, Editor

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Bridges To The Future:

Strategies For Internationalizing Higher Education

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November, 1992

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Preface

The planning for the contents of this book began over two years ago. The Association of International Education Administrators (AIEA) had just released two publications, *Action for International Competence* and *Guidelines for International Education at Colleges and Universities*. The framework for the internationalization of higher education had been put into place by Jack Van de Water and Burkart Holzner and their task forces through these documents. It was time then to translate the contents of those manuscripts into strategies of implementation. The concept for this book was born.

In the 11 years since the official creation of AIEA in 1981, international education moved from a peripheral activity in higher education to one which was integral to the teaching, research, and service mission of the colleges and universities in the United States. Survival of any nation in the global society depended greatly upon a citizenry educated to live and work in a world made small by the telecommunications revolution and interdependent economies.

As if to underscore the dynamism of the international society, startling changes began to take place. First, the "empire" of the Soviet Union disintegrated, the Berlin Wall came tumbling down, Germany was re-united, a war was fought and won by a delicate coalition of nations against Iraq in the Gulf, and finally the Soviet Union itself collapsed.

It was during these two turbulent years that the contents of this book were researched and the chapters written by a group of authors who were leaders in their profession at a time when almost all colleges and universities saw internationalization of higher education as a high priority. The strategies for elevating the role of international education in the academic and service arenas of higher education were to assist institutions in achieving their goal of internationalization.

Yet, following the Gulf War things began to change in the United States. Some called it the "peace dividend," others were more direct—the U.S. was in a severe recession. New jobs disappeared, layoffs were rampant, budgets were being cut, universities were making the painful transition from the ebullient eighties to the nineties. The phrases, "Buy American," "keep jobs for Americans," and "spend our foreign aid dollars at home" began appearing on billboards, were carried on posters in picket lines and were spewing forth from the mouths of the unemployed. The economic, political, and cultural mood of the country had changed drastically in only 12 months.

Thus, a book which was designed to assist in the creation, development, and enhancement of international programs in colleges and universities in an effusive growth period may now be used to preserve and undergird programs which should, now more than ever, be a keystone of any college's or university's mission. Higher education cannot afford to diminish its international role.

Words I first read in 1978, penned by President Emeritus Wesley Posvar of the University of Pittsburgh, are still appropriate today.

"There are great universities without law schools. There are great universities without medical schools. There are even great universities without football teams. But there are no great universities without an international dimension."

Charles B. Klasek, *Editor*
August 15, 1992

Acknowledgements

The writing of this book spanned the tenure of three presidents of AIEA—Burkart Holzner, Gerald Slavin, and Thomas Hoemeke. We are grateful to them for their leadership, support, and patience. The text was based on the excellent work of two task forces appointed by Ralph Smuckler and led by Jack Van de Water and Burkart Holzner.

The team that developed the concept and outline of the book and subsequently wrote the various chapters have labored for three long years. To them the Editor is deeply grateful. Their names are listed on the Contributor's page.

The final plaudits and gratitude go to Brian Garavalia, Kathy Kellerman, Bonnie Marx, and my wife Lila for their many hours of proofreading, editing, and review to insure the publication of a quality work which will assist us all in building "Bridges to the Future."

The Editor

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Chapter 1

Administration of International Education

TANNAZ RAHMAN and W. LAMARR KOPP

I. Internationalization of United States Higher Education: Coming of Age

A. Introduction

We are more aware today than ever before that we live in a global community, in an interdependent world. Forces that directly affect our lives and determine our decisions are shaped by persons and events far away from us in places we have never seen or visited, places that just a short while ago seemed as distant and remote as Timbuktu.

Yet we have come to realize that the problems we face, the challenges we meet, the solutions we seek, cannot be determined by us and by our nation acting unilaterally. The gravest issues we face are essentially all international issues requiring, demanding global cooperation, centrally-focuses initiatives, and a worldwide commitment.

Hodding Carter, III, writing in the New York Times on March 30, 1989, said it effectively: "List the big-ticket items on the world's agenda: environmental degradation, debt, the proliferation of weapons of mass destruction and their control, regional conflict, international trade. All require collective solutions. The U.S. could not, even if it diverted all of its considerable resources, clean up its own air, water, land by itself. What is done in other lands and hemispheres affects our environment in countless ways. In the economic sphere, we are, like it or not, one world, ... Most of the world's problems today are as interrelated as the financial markets. Those markets are a metaphor for the scope and depth of our interdependence and the futility of single-counting efforts to assert

anatomy. But there is no hidden hand at work in arms control or environmental cleanup. Without conscious, organized cooperation, long-term solutions are not possible."

AIEA, founded just a short decade ago, has played and is playing an important role in helping colleges and universities to recognize the part they have an obligation to play in preparing our young people to live and function in a globally interdependent world. Further, it recognizes that those who administer the international programs and initiatives of our educational institutions have a leading part to play in guiding institutional efforts toward a sharper international perspective that is integrated into the very mission of higher education.

AIEA, through its services to members and to the profession, through topics introduced at its national and regional meetings, through its special task forces and commissions, has called our attention to three basic ingredients which our efforts must exhibit—cooperation, centralization, and commitment: cooperation of higher education, government, professional associations, and the general public toward a common objective; centralization of a united effort within the institution to avoid the weakening of initiatives through splintering; and commitment to a shared belief in the importance of our role in building the global community. We must indeed become comrades in a common cause!

B. A National Momentum

When our nation was thrust onto center stage in a new way at the close of World War II, it became painfully obvious that we knew relatively little about the rest of the world. As leaders of the free world our knowledge about other countries and their peoples, cultures, and languages was proven to be woefully inadequate. But we were the unchallenged leader of the free world and our heavy obligations were often balanced by economic opportunities. Thus, U.S. military and economic superiority shielded us from fully recognizing the urgent need to address our inadequacy. Even U.S. universities had other priorities. True, for awhile foreign language enrollments rose as support from the National Defense Education Act became available to support existing and new foreign language offerings. But "internationalizing the curriculum"—the clarion call today—was comparatively a foreign phrase seldom uttered.

English was still adequate to sell our goods overseas. U.S. technology still carried the day. And the U.S. economic engine powered the force that expanded unchallenged markets for American-made goods around the world.

Then Japan appeared on the scene, at first almost unnoticed but ever more pervasive. The EEC began to stretch its muscle. And

"competitiveness" and "competition" became the words of the alarm sounding at dawn. Suddenly, it seemed, American economic power had challengers, had serious competitors from both east and west. U.S. security seemed less secure than before.

AASCU—the American Association of State Colleges and Universities—was one educational body that attempted in a concerted way to turn the educational spotlight on the inadequacy of our international awareness, and in 1975 issued an important policy statement, "The International Responsibility of Higher Education," addressing "the implications of interdependence," "the purpose of international education," and the responsibility of U.S. colleges and universities to accept a "compelling" mandate with a commitment to institutionalize international education.

The Helsinki Accords shortly afterwards committed the signatories "to encourage the study of foreign language and civilization as an important means of expanding communication among peoples." President Carter appointed a prestigious President's Commission on Foreign Language and International Studies which published its report in November 1979 under the title Strength Through Wisdom: A Critique of U.S. Capability. The findings were presented in a context of "the nation's security," especially political but also economic security. That report represents a major signal that revealed America's Achilles heel and called the attention of the entire country to "specific educational neglect" at a critical time when "America's position in the world has changed radically.... Powerful competitors challenge our military and economic position.... The United States is no longer the only major center of scientific and technological progress...." Because, as the report goes on to stress, "the future belongs to nations that are wise as well as strong," their findings and resulting recommendations were "broadly aimed at a wide range of persons and institutions," in the center of which stood U.S. colleges and universities.

The voices of the influential members of the commission rang out loud and clear, and although the report was never put on the national agenda, its message was picked up by American colleges and universities. It can be seen as the turning point toward "internationalization" which today permeates, sometimes dominates, the higher education agenda. The commission's principal recommendations addressed such issues as foreign languages, matters for kindergarten through twelfth grade, college and university programs, international educational exchanges, citizen education in international affairs, and business and labor needs abroad. Although the recommendations as a whole were never formally adopted and systematically implemented, the work of

the commission caught the attention of education leaders in a direct way that signaled a new level of concern and action for internationalizing U.S. higher education.

Congressman Paul Simon's influential book, *The Tongue-Tied American: Confronting the Foreign Language Crisis*, appeared shortly thereafter in 1980, shaming the nation with an "analysis of a crisis that harms America culturally and causes severe security losses." Simon wrote the book out of a deep concern "about what is happening in my country," sharing that concern "with others who are serious about the course and destiny of our nation." He, too, addressed "the trade gap" brought about by the "new economic era, measured by quality." Soon Paul Simon was a commonly seen Congressman on many campuses. He had struck a responsive chord that was resonating among educators.

About this same time, in 1980, another devastating piece of evidence was presented to higher education, contributing to the accelerating momentum toward greater internationalization of U.S. higher education institutions and their programs. The Council on Learning project known as Education and the World View issued a lengthy, detailed report by the Educational Testing Service entitled "College Students' Knowledge and Beliefs: A Survey of Global Understanding." The report documented "the continued failure of our colleges and universities to effectively temper the usual disciplinary tunnel visions" and confirmed that "serious learning gaps at the college level...seem to persist," suggesting "that this nation is...poorly equipped in terms of its ability to deal with its innumerable global obligations.... The three thousand college students tested here will be America's leaders at the entry of the twenty-first century. One wonders whether we shall learn our lessons in time.... " (From "What College Students Know and Believe About Their World," a synopsis of the complete technical report by E. T. S. at Princeton).

It is fair to say that this project and particularly this report served a major purpose in focusing "public attention on the need to strengthen the international component of the American college curriculum and to stimulate debate on how best to educate young Americans for life in a competitive and shrinking world." Needless to say, the results simply could not be, and indeed were not, ignored by U.S. higher education.

Another powerful boost to the gathering national momentum was "an open call to action" published by the Commission on International Education of the American Council on Education under the title "What We Don't Know Can Hurt Us: The Shortfall in International Competence." The penetrating statement attempted to identify the problem(s), to indicate what must be done, to clarify from its perspective why international competence is essential to document how the United States

is falling short, with an urgent call to action. Its message did not go unheard. A new level of understanding of the implications of interdependence was achieved.

Thus, late in 1980, the National Assembly on Foreign Language and International Studies in Higher Education, under sponsorship of the Association of American Colleges and 10 other education associations was convened "to consider ways to help colleges and universities strengthen their academic programs in foreign languages and international studies." The report of the President's Commission formed the basis for the ensuing discussion. A series of recommendations for the campuses of the country emerged from the assembly covering curriculum development, faculty incentives, administrative structure, and institutional linkages. The assembly concluded that "shifting world conditions make a strong international focus not only practical but essential. Economic and political as well as educational imperatives call for a return to language study and international learning as an integral part of the curriculum." The objective of its recommendations, the assembly stated, was to work "toward a world where knowledge and security begin replacing ignorance and fear as the lubricants of international relations."

C. The Academy Hears the Message

Such a compelling and consistent message from a variety of national groups and ranking individuals could not, and indeed was not, ignored by higher education. Individual institutions as well as the associations to which they belonged heeded the message and took action. Study abroad programs, faculty exchanges, internationalization of the curriculum became priority considerations. International offices were established or were upgraded at a number of colleges and universities across the nation. AIEA was founded, bringing together the chief administrators, often recently promoted, of international programs at their institutions; organizations like NAFSA and CIEE expanded and flourished, giving valuable advice and providing a forum for sharing of experience and know-how with many newcomers to international programs administration. The founding statement (May 1981) of the International Educational Exchange Liaison Group, an interassociational coalition of chief executive officers of major U.S. exchange organizations, pointed to the critical importance of international educational exchanges to the security and well being of the United States. The statement's title: "Enhancing American Influence Abroad: International Exchanges in the National Interest."

Three years later (1984) appeared a significant statement from AASCU—American Association of State Colleges and Universities—

providing "Guidelines: Incorporating an International Dimension in Colleges and Universities," addressing five aspects including academic leadership, curriculum development, faculty development, student awareness, and resources. This brief and direct "how to" statement was certainly influential in encouraging even the novices to introduce modest initiatives.

Just a year earlier (1983) NAFSA—National Association for Foreign Student Affairs—issued its "Principles for International Educational Exchange" in which it recommended principles for institutions, for admission of foreign students, for English programs and determination of English proficiency, for international student/scholar services, for community services and programs, and for U.S. study abroad. The definition of international education was taking firmer shape.

By 1987 Sven Groennings could say—in a staff paper of the New England Board of Higher Education—"phenomenally, there is a change along the international dimension at [our] institutions, whether [they] be public or private, large or small. Viewed as a whole, this change is profound. The evidence strongly suggests that internationalization, which is based on a new understanding of what is relevant, is becoming one of the most powerful substantive developments in the history of American higher education. Internationalization is so strong a development that the closest parallel may be the scientific revolution. Each represents a permanent redirection of the intellectual framework and pervades virtually the full range of academic fields. Like the early scientific revolution, internationalization lacks orderly process or agreed-upon definition, yet is similarly moving along a massive front." The pace of the national momentum kept accelerating.

The 1988/89 NASULGC (National Association of State Universities and Land-Grant Colleges) "Statement to the New Administration On International Education Priorities For the 1990's: U.S. Universities and World Affairs" made it indelibly clear that internationalization of higher education was an issue of priority for some of our country's largest public educational institutions and that those institutions, through their association and utilizing their newly established international division, felt compelled to carry the voice of their constituents to the Congress and the White House, stating emphatically that "the destiny of the UnitedaStates is increasingly influenced by international, even global events and circumstances." The Association and its constituents, speaking in this statement, identified four areas of international activity and cooperation of high priority: strengthening international education, expanding international exchanges, building a new system of cooperation for development, and supporting new research on global problems.

A variety of additional actions, statements and reports followed in rapid succession as the dire need to address the international illiteracy of our nation, particularly of our young people, became vividly clear to our educational leadership. Only a few of these developments can be mentioned in this brief survey.

"Exchange 2000: International Leadership for the Next Century" was an initiative of the Washington-based Liaison Group for International Educational Exchange "to look at today's rapidly changing global landscape and find ways to put educational and cultural exchange programs more effectively to work on the challenges and opportunities facing the United States at the turn of the century and beyond." A series of six goals was developed with accompanying proposals to meet each goal.

CIEE—Council on International Education Exchange—issued a major statement from its Advisory Council for International Educational Exchange in August in 1988: "Educating for Global Competence." The report concentrates on the issue of study abroad by undergraduate students, looking at who now studies abroad, who should study abroad, where they should go, with some attention to funding and other strategies. It called for fundamental changes in American higher education that will be "the responsibility of colleges and universities across the country, of specialists in international education and their professional organizations, and of federal and state funding programs, accrediting associations, foundations, corporations and others in the private sector."

One very encouraging initiative at about the same time was the work of the American Council on Education in establishing a Commission on National Challenges in Higher Education and urging the commission to prepare a higher education agenda for the consideration of the 1988 presidential candidates. The commission issued a "Memorandum to the 41st President of the United States," identifying five broad issues which must, they believed, be addressed during the term of the next President and into the next century. Higher education, the commission firmly states, can join government in partnership to address the five issues as challenges. The importance of global awareness is emphatically stated as the top item on the agenda: "Educate Americans for an increasingly interdependent world." To address this highest priority, the commission recommended the following: support strengthening of international studies and research; encourage student and faculty exchanges; expand the teaching and study of foreign languages; assist U.S. colleges and universities in developing joint educational and research programs with overseas partner institutions. How far the federal administration heeded this advice and implemented the commission will only

be shown, perhaps, over the next decade. But the importance of the memorandum, issued by 33 highly respected women and men, widely recognized nationally as leaders of American higher education, remains unchallenged, a monument to the primacy of global concerns within the academy.

The National Governors' Association joined the sweep and contributed to the momentum with the Report of the Task Force on International Education. The report recognizes international education from kindergarten through university "as important as economic prosperity, national security, and world stability." The task force recommended a vigorous "state action agenda" that addressed elementary and secondary education, higher education and business through a set of some seven objectives with specific statements on what the states can do to fulfill those objectives.

In the meantime AIEA had established a Task Force on Guidelines for International Education whose task it was to present a set of fundamental issues and questions to be considered by "institutions wishing to strengthen their involvement in international education, and for those that may be at a beginning stage of such involvement." The task force assiduously avoided "precise descriptions of how to achieve excellence in international education" and attempted instead to produce a set of guidelines "to serve as reference points for the process of an institution evolving to become a high quality international college or university." The guidelines addressed each of six major components of the international dimension of an institution: administration; faculty and the curriculum; foreign study and international exchanges; foreign students and scholars; technical cooperation and international development; and public service. The publication of these guidelines, just as the association itself, has served and is serving to encourage the further refinement and improvement of existing international programs and, importantly, to support the resolve of these individuals and institutions which recognize the urgency of beginning international education initiatives. A particular strength of the guidelines is their recognition that administrative style and organization vary greatly among American higher education institutions; administrative practices and patterns on each campus have been established through historical traditions, and these traditions shape the efforts to develop a strong international dimension. Yet the guidelines identify fundamental principles and select ingredients that are most assuredly characteristic of successful programs wherever they exist.

The year 1990 saw the appearance of "A National Mandate for Education Abroad: Getting On With the Task" from the National Task Force on Undergraduate Education Abroad. This small but widely

experienced group of experts recommended two broad goals: significant expansion and greater diversity in education abroad programs, together with three routes to achieving them—1) align study abroad programs more closely with the undergraduate curriculum; 2) attack the seven major inhibitors to growth and diversity; and 3) refine and improve the financial base for study abroad.

The documents cited above by no means represent a complete or comprehensive listing of statements issued or initiatives taken over the past decade or two. For example, the Institute of International Education has long played and is playing a major role, both through its extensive programs and its prolific publications, by encouraging, guiding, even charting, a vigorous course of internationalization on multiple fronts. The references cited do represent, however, some significant signs along the way pointing U.S. higher education in the direction of accelerated and intensified internationalization efforts.

D. Ingredients Restated

Today we stand before new opportunities. We have achieved a more sensitive realization of the interdependent nature of our world. Competitors challenge us—economically, politically, educationally. Educational leaders, recognizing the challenge, are taking on the task of internationalizing the understanding of our young people by calling for the internationalizing of our colleges and universities, including the curriculum, the student body, the faculty and the campus "climate." This initiative requires focused attention to the three basic ingredients: cooperation, centralization and commitment. In new ways our institutions of higher education must and will work in cooperation with government and professional associations and the general public: USIA's University Affiliation Program and USAID's Linkages Program are but two examples of this cooperation, funded, to be sure, by the general public. Colleges and universities are creating supported, visible administrative units to combine, centralize, and make fully apparent the seriousness with which they accept this responsibility and the priority which they assign to this initiative. It is the kind of commitment which is more apparent today, it seems, than in preceding decades. Commitment to internationalization represents a determination to build a future for succeeding generations cognizant of the interdependency of all persons and the futility—the impossibility—of any one people living in isolation from the rest of the world. Commitment to a cause common to the welfare of all peoples will continue to challenge us. We must work to help higher education meet that challenge, and AIEA is prepared to assist its members in that effort.

To illustrate how the essential ingredients of internationalization

efforts—cooperation, centralization, and commitment—effected change in a large, public, land grant university, a close-up look at developments over the last decade or so at one such institution may serve to show how internationalization efforts can be administered under those guiding principles. The administrative structure that has emerged at Penn State may prove useful to other institutions both large and small, public and private. This account is not meant to be prescriptive, rather, it is descriptive of initiatives at one institution. The elements of cooperation, centralization and commitment will be applied differently and result in differing administrative structures in other institutions, determined by such factors as institutional philosophy, resources, historical precedent, tradition and "players on the stage." But it would be hard to imagine any institution's success at internationalization if the three elements were not incorporated into the initiatives.

II. International Education Administration at a Comprehensive Public Research University in a Rural Setting

A. The Structure

Historically, until 1984, international activities at Penn State had taken place in a most diffuse manner: International activities of an academic nature, e.g., involving faculty members, occurred at the faculty's initiative and remained limited to the level of his or her immediate academic unit. Other than language instruction, programmatically this resulted in international development work in the College of Agriculture and some area studies foci. It also included a sizable number of individualized international contacts and research activities. International activities involving students were administered out of two distinct offices: The Office of the Vice President for Student Affairs was in charge of international student matters, and study abroad programs were housed in the Office of the Vice President for Undergraduate Studies. There was no coordination between the two units. Over the years, both programs experienced growth, although conditions were not optimal and thus the full institutional potential was not realized.

In 1984, a new central administration marked the beginning of a new era for international education at Penn State. The single most important factor in launching a new view of international education at an institutional level was the new administration's realization that international education needed to be given its own place in the life and being of the university. This recognition manifested itself in two visible ways: 1) The following "specific goal" was included in the mission statement of the university: "To promote further growth of international programs

and services, especially in graduate education and research." 2) The president and provost took their concern for enhancing the status of international education to the Board of Trustees and engendered a resolution from the board publicly mandating a vigorous international program at Penn State.

In order to provide a "home" for international activities, an administrator for international programs was appointed to head a unified University Office of International Programs (UOIP). This person was given a title unique in the entire institution: Deputy Vice President for International Programs. While this person reports directly to the Provost just like all vice presidents and deans, he/she occupies the only deputy vice president position in the administrative structure. The Deputy Vice President for International Programs enjoys the privilege of regularly scheduled individual meetings with the provost. Obviously, this presents an enormous opportunity for cultivating already fertile ground!

The new "home" for international programs was purposely called the University Office of International Programs and not just the Office of International Programs to reflect its university-wide mission including the entire Penn State system. Under the direction of the deputy vice president, it brought together the two units dealing with international student matters and with study abroad programs, and provided a loosely defined structure for other international activities called International Cooperative Programs. Primarily, this was meant to foster formal linkages between Penn State and overseas partner institutions. Another new phenomenon under this new umbrella was the appointment of a part-time Fulbright advisor to coordinate and to promote faculty, staff, and student Fulbright applications. UOIP was also able to provide a home for a voluntary community organization with a mission to be supportive of international student needs by drawing on community resources (see organizational chart, Appendix A).

The creation of UOIP coincided with the inauguration of the first five-year strategic planning process at Penn State. This fortunate coincidence provided the newly come-together units an opportunity to devise a common plan of action for their common future. This gave them a chance to develop a sense of identity and to formulate a mission statement (Appendix B). Although UOIP had been conceived as an administrative support service unit, this document went beyond the unit's primarily supportive role vis-à-vis academic units. This was in 1985 at the inception of UOIP. As will become clear in the section on "The Process," UOIP's role has evolved since then.

It should be noted here that central offices for international education or programs can be conceived in many different configurations.

Some include academic international programs such as area and international studies; others are a de facto clearinghouse for international contracts, grants, and development and technical assistance programs; yet others incorporate intensive English language programs. The different international education functions appear in any number of combinations across the spectrum of smaller and larger, private and public institutions of higher education in the United States. Regardless of the variable components of the overall office of international education and programs, however, the constant feature across all types of institutions is the importance of an umbrella head vested with central authority with a direct reporting line to the provost or chief academic officer of the institution. While the optimal combination of international education and program components under the "jurisdiction" of this central head depends on each institution's history and "culture," at Penn State the logical combination that had emerged was of an administrative nature. The strategic planning process at the inception of UOIP also included budgetary considerations which made heretofore nonexistent permanent allocations available to the unit.

The new set-up for the promotion of international education and programs made it possible and necessary to establish a formal network of international education contacts representing the university's major academic and administrative units, i.e., all strategic planning units. Thus, an international council was formed to be advisory to the Office of the President. This university-wide council consists of assistant or associate deans with "international" in their portfolio. As one of its first tasks with major structural implications at the institutional level, the international council developed an international policy statement for the entire university system (Appendix C). This not only went beyond the UOIP's mission statement, it interpreted the international goal included in the university's mission statement, and made a statement that the international dimension of the university had an independent raison d'être.

B. The Process

The University Office of International Programs consists of three main divisions:

1) The Office of Education Abroad Programs (OEAP) promotes, coordinates, and administers Penn State's education abroad programs for undergraduates to acquire academic credit for courses taken at overseas institutions. OEAP is involved in the planning of new education abroad programs from their inception. The office works closely with interested academic units in planning such programs, and relies on the advice of an interdisciplinary standing committee of the International

Council for screening new program proposals. OEAP staff work closely with students to interest them in integrating an education abroad experience into their program of study and to make it possible for them financially, academically, and logistically to participate in an overseas opportunity. OEAP relies on a well developed institutional network of faculty and staff contacts and on promotional programming for faculty, staff, and students to increase its effectiveness in serving the university community. OEAP aims to send 20% of Penn State's baccalaureate recipients abroad. The office also aims at balancing the disciplinary and geographic distribution of its programs as well as the demographic composition of program participants.

2) The Office of International Students (OIS) is responsible for services and programs that aid students from other countries to achieve their objectives while studying at Penn State. The office works closely with over 2,000 international students, handles immigration matters and financial eligibility for admission, acts as a liaison with sponsoring agencies, and offers academic and personal adjustment counseling. In addition, OIS assists with the activities of 24 nationality clubs, advises the International Student Council, coordinates the Global Friendship Club for both international and American students, and acts as an advocate for international student concerns with other university offices and within the community. OIS is also advised by a standing committee of the International Council. OIS works closely with the Community International Hospitality Council (CIHC), a voluntary organization which provides the liaison between the community and the international population. CIHC coordinates many intercultural activities.

3) The Office of International Cooperative Programs (OICP) supports and coordinates international initiatives and activities undertaken by faculty and staff of Penn State's academic and administrative units. It provides incentives leading to external funding and to the development of research, teaching, and exchange opportunities by promoting international travel for scholarly purposes and supporting international events and programs on campus. OICP contributes to Penn State by internationalizing its faculty and staff through interaction with international counterparts and through the establishment of interdisciplinary cooperative programs with overseas partner institutions. The office actively promotes a global perspective in the curriculum and disseminates information regarding international education and services to interested parties at Penn State and beyond. OICP is advised by a third standing committee of the International Council. Penn State's Inventory of International Resources, a computerized directory that identifies Penn Staters with international expertise by country of experience and lan-

guage competence, is maintained here. OICP's Fulbright adviser is responsible for promoting and facilitating faculty and student applications for Fulbright awards.

Although OICP is the youngest international unit at Penn State and employs the smallest number of FTEs within UOIP, it merits a more detailed description here. OIS and OEAP perform very well defined functions and offer a range of widely known services which have traditionally existed at U.S. institutions of higher education. OIS and OEAP types of activities exist in one form or another at most other campuses with the magnitude differing according to the type of institution and its priorities.

OICP, however, is unique in that it has filled an invisible gap. The original intent was to provide a focal point for interinstitutional linkages between Penn State and its overseas partner institutions—linkages not necessarily involving education abroad programs, but providing for graduate student and faculty exchanges and for joint research and related collaborative efforts (see Figure 4 of Chapter 7, page 119).

Gradually, OICP has taken on a variety of functions which do not specifically fall within the purview of any other unit. In addition to fostering linkages in the "technical" sense of the term, OICP has made it its business to infuse the entire institution with a strong international dimension. This ranges from advocating a global component in the university's recent cultural diversity graduation requirement, to being instrumental in initiating and planning a national conference on the facilitative role of technological advances in the growth of international education. It also includes systematically and actively keeping up to date on faculty members' international interests, involving them in projects, encouraging them to submit project proposals for external funding, offering mini travel grants for scholarly purposes of an international nature, helping them connect with colleagues, etc. In sum, if an international education matter transcends the jurisdiction of OIS, OEAP, or that of an academic unit, OICP is there to develop and implement it for the good of the university community at large! OICP also serves the function of reaching out to the school districts to help them internationalize. Because of the flexibility of its charge and its broad based involvement, OICP is most directly associated with the umbrella position of the deputy vice president for international programs.

As mentioned earlier, the systematic process of strategic planning shaped UOIP and gave birth to its mission statement in 1985. That iteration, which formulated a supportive stance for UOIP, is still in place in 1992. The nature of the office's activities, however, has changed from

being primarily supportive to being both supportive and proactive. This is a sign of the level of maturity attained by the office as well as a result of the international momentum outlined in the first part of this chapter. As a consequence, the 1985 mission statement is being reworded to reflect a more proactive stance.

One of the mechanisms through which UOIP can be more proactive in initiating or inducing international education initiatives is its access to the high level network of International Council members. With their help, more and more academic units are "institutionalizing" international education within their units by appointing official coordinators of international programs. This is done under the title of director or associate dean for.... These central coordinators, then, develop their own network within their academic units so that they have implementation and communication access throughout their larger unit.

UOIP divisions work very closely with council members. While this serves very practical purposes such as developing education abroad programs for specific populations, the International Council has been instrumental in advising the Office of the President on how to make general university policy more conducive to promoting international activity. For example, on the council's recommendation, the university has adopted a mandatory health insurance policy for all international students and their dependents; a second example, the international travel authorization process for faculty and staff has been simplified.

After eight years of regular deliberations, the council has also attained a higher degree of maturity and is now contemplating a more systematic approach by developing a set of goals to which all its members would subscribe. Council members would then take these goals to their respective academic and administrative units and see to it that they are translated into appropriate objectives at the college level.

It cannot be overemphasized how effective it is to work with and through official representatives of the academic units. It is one of the best ways to overcome the traditional wall between the academic and the administrative side of the house.

C. Funding Considerations

At its inception, UOIP was allocated permanent funding from central university funds. In addition, the annual strategic plan updates give units the opportunity to request additional permanent and temporary funds toward the implementation of specific objectives. There have therefore been occasional additions to the base budget but never anywhere near the total amount requested. It should be noted, too, that UOIP has the smallest permanent allocation of all strategic planning units at Penn State. It has, therefore, become regular practice to reallocate

funds internally to pay for regular office operation.

Two avenues have been initiated to increase the level of funding. The International Council identified 13 university-wide, interdisciplinary needs for external funding. The first item on the list was the need for a central development officer who would solicit external funding from alumni and corporations for the other 12 needs. These consisted of such projects as internationalizing course content, scholarships for education abroad participants, and fellowships for international students. As a result, UOIP has just recently been assigned a part-time development officer with "international" in his portfolio. The second avenue is a new position assignment in OICP to identify sources of funding and appropriate RFPs, and to draw up project proposals for funds to benefit either UOIP or its constituencies: international students, undergraduates interested in education abroad programs, or faculty interested in international work.

D. Conclusion

As has been illustrated through the different instances of cooperation between UOIP's divisions (administrative) and the International Council (academic representatives), a central office of international education and programs can serve the greater goal of promoting international education best by acting as a catalyst. The trick is to provide a central focal point for things international, but not to be overbearing; to encourage cooperation, but not to kill initiative; and above all, to exude commitment and conviction that "international" is the way of the future; and then, to facilitate.

Based on the principles of commitment, centralization, and cooperation, the Penn State model, as portrayed here, can be adapted to any institutional pattern. The most effective focal point for international activity will be reflective of the institution's character and culture.

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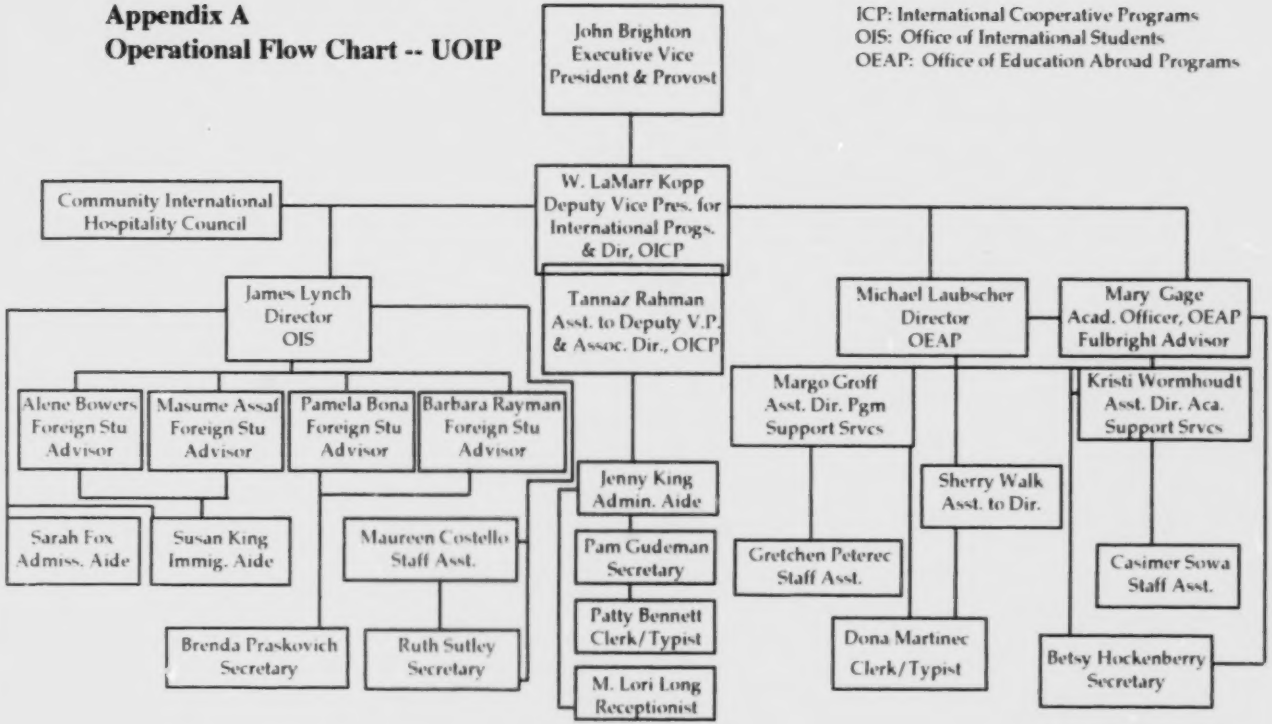
Appendix A
Operational Flow Chart -- UOIP

ICP: International Cooperative Programs
OIS: Office of International Students
OEAP: Office of Education Abroad Programs



APPENDIX B

Mission Statement of the University Office of International Programs The Pennsylvania State University

The mission and function of UOIP derive from the International Policy Statement which was developed by the University's International Council and adopted by the Board of Trustees in 1988.

Mission Statement

The University Office of International Programs (UOIP) is Penn State's focal point in the international arena. It seeks to support the university in initiating and responding to international opportunities and obligations in an increasingly interdependent world. As an advocate for international programs, it helps to prepare Penn State faculty, staff, and students to be successful members of the global community. It thus ensures an international dimension to the university's three major functions of teaching, research, and public service by:

1. Promoting international research to enhance the flow of knowledge and technology across national boundaries;
2. Ensuring an international component in the academic program for the university's undergraduate and graduate students;
3. Encouraging Penn State students to study abroad to develop an understanding of the world community, its problems, needs, and potential;
4. Encouraging the enrollment of academically qualified students from many nations and providing special services to internationals to maximize opportunities for their academic success and for intercultural exchange;
5. Promoting cooperative programs with international educational and other institutions to facilitate graduate student, faculty, and other academic exchanges;
6. Stimulating and coordinating interdisciplinary international activities;
7. Facilitating responses to new opportunities to allow Penn State to focus on promising areas of the globe;
8. Maintaining active relationships between Penn State and its international alumni.

APPENDIX C

International Policy Statement
The Pennsylvania State University

The creation and transmission of knowledge and the economy which makes it possible are global matters. As a result, the university's participation in international endeavors is essential. Penn State must prepare its faculty, staff and students to understand and work effectively in the global community, and it must meet this responsibility through a variety of programs and international relationships.

The purpose of this statement is to provide general policy guidance and to encourage the academic and administrative units of the University to develop international initiatives.

This policy acknowledges the decision-making functions and other activities which are properly the responsibility of the University Senate, the Graduate Council, the colleges, the departments, the campuses and especially the International Council.

It is in the University's interest to:

1. Promote international research.

Faculty members and students who work with international colleagues enhance the flow of knowledge and technology across national boundaries, gain essential international expertise, and promote international cooperation.

2. Internationalize its curriculum and programs.

The faculty should include an international perspective in all appropriate courses, especially in the general education program. Such a perspective will sensitize students to the practical problems attached to diverse heritages, customs and beliefs.

3. Encourage students from the United States to study abroad.

Many more students must be convinced to leave a secure environment to become adventurers in a new culture so that they might develop an understanding of the world community, its problems, needs and potential. They will return to the university as resources for other students.

4. Encourage the enrollment of academically qualified students from many nations.

Educating foreign students is valuable both to the student and to the university. It allows international students to acquire a firsthand understanding of the values and society in the United States, and it enables the university to educate and influence future leaders of coun-

tries all over the world. These students are also valuable resources to Penn State as it internationalizes campus life.

5. Encourage graduate student and faculty exchanges with foreign educational institutions.

Such exchanges provide university faculty with opportunities for study, research and instruction in foreign institutions, and, through the enthusiasm and experience that they bring back to the classroom, enhance the international dimension of the university's instructional programs.

6. Encourage faculty, staff and student involvement in foreign institutions other than universities.

The temporary appointment of faculty, staff and students to governmental agencies, private firms and nonuniversity educational institutions are as beneficial as faculty and student exchange with universities. These appointments are particularly valuable in agencies addressing the critical needs of developing nations.

7. Exchange instructional information with foreign universities.

University faculty and staff can use technologically advanced methods of communication to assist developing universities and in exploring the potential for offering Penn State's courses and programs in those institutions.

8. Take advantage of new opportunities as they develop.

Penn State must act decisively in the global environment. Where appropriate, the university should focus on areas of the globe in which it can have the greatest impact. By doing so, it can develop expertise and an international standing in specific regions of the world.

(Prepared by the President's International Council at the request of the President, endorsed by the University Faculty Senate Council, the Council of Academic Deans, the President's Administrative Policy Council, amd adopted by the Board of Trustees in September, 1988.)

Chapter 2

International Students and Scholars

ANN KUHLMAN

Introduction

In its *Guidelines for International Education at U.S. Colleges and Universities*, the Association of International Education Administrators (AIEA) identifies six areas of concern for U.S. institutions of higher education in dealing with international students and scholars. These areas reflect the following needs as identified in the same report:

1. A clear purpose and rationale in enrolling international students.
2. The existence of a professional staff in order to provide the requisite support services.
3. The maintenance of a balanced cultural diversity within the international student and faculty body.
4. The educational and cultural resources that international students and scholars represent in U.S. campuses and the efficient use of these resources within U.S. institutions of higher education.
5. The guidance and training of international teaching assistants in American institutions of higher education.
6. The help and assistance to be given by the professional staff in U.S. universities to ease the transition for international students and scholars before their home-bound journey.

This chapter is a discussion of the six issues identified in the above-mentioned report. It is also an attempt to suggest resources and possible means toward the implementation of the guidelines set by the AIEA in its brief report on international education in the U.S. Each of the following sections will begin with the relevant statement from the AIEA *Guidelines*.

1. Clear Purpose

> The institution should have a clear statement defining its rationale for enrolling international students and stating its goals regarding their enrollment. Policies and programs related to the enrollment of international students at an institution should be directly related to the institution's mission statement and goals. These statements

should acknowledge that students and scholars from different cultures and educational systems require advice and assistance that must be organized and funded by the host institution.

A decade ago, the American Council on Education, in its report on *Foreign Students and Institutional Policy* (1983, p. 3), noted "policies at U.S. universities and colleges concerning the admission, education, and social accommodation of foreign students vary from the comprehensive to the non-existent; and programs, from the carefully designed and well administered to the ad hoc and expedient." A similar conclusion was stated by the Institute of International Education in its report, *Absence of Decision*, published in 1983. This report, which summed up the results of a survey of representative institutions in three states, concluded that the enrollment of international students in most U.S. institutions of higher education was conducted without much attention to the "economic, educational, political, and organizational issues associated with the presence of large numbers of foreign students on their campuses." (p. 40)

What has changed in the last 10 years? While the U.S. is not apt to realize the prediction of a few years ago that the international student enrollment would reach the one million mark by the end of this century, the international student population has continued to increase steadily throughout this last decade to the present level of more than 407,000. A much higher growth rate is found among international scholars, faculty and staff on U.S. campuses. The census of international scholars conducted by the IIE for the first time in the fall of 1989, confirms the accelerated increase of this group on U.S. campuses.

Obviously, international students or scholars do not constitute a homogeneous group, nor do they conform to a specific profile. They are a diverse community with different educational, cultural, economic, and political backgrounds, with differing motivations and aspirations. Hence, the lack of normative approaches in dealing with the international student/scholar population on U.S. campuses in matters that go much beyond the INS regulations. Without dwelling on the inherent diversity of this population, one can easily distinguish—within this same group—the differences in the needs of the international students from those of the international scholars. Within the last 10 years, practitioners have been concerned with addressing the differences between these two populations, particularly with respect to the delivery of services. Members of the latter category are generally older, have family responsibilities, and have an established career in their home country. The perceived "loss of status" felt by some scholars upon arriving on the U.S. campus is perhaps the biggest difference between the situation of international students and scholars and for many this loss of status is unexpected and can make the

adjustment process more difficult. In addition, in some cultures, they expect a special "guest" treatment to reciprocate for the same type of treatment they (or their institution) have extended to an American exchange scholar. In addition, the success of a visiting scholar's stay is dependent upon a greater degree of coordination with the host department or faculty member. From the time of the initial invitation or offer of employment, faculty and staff hosts, as well as the international services unit, must state clearly, without room for misinterpretation, what assistance and provisions can and cannot be offered. The nature of the scholar's initial welcome must be considered by both the hosting department and faculty, and the international services unit, as it may set the tone of the entire stay. Despite these differences, international scholars continue to be served, on most campuses, by the same entity that normally deals with international students. Some of the special needs required by international scholars may be summed up as follows: a) more complicated immigration advising; b) more complex advice regarding IRS regulations; c) the need for an orientation appropriate to their position both at home and at the host institution; and d) services and support for spouse and children, such as schools, health care, employment. While some visiting scholars hold faculty or research appointments, many have only a nominal departmental affiliation and are somewhat marginal within the institution. They often do not enjoy the privileges accorded to the student population.

The demographics of the international student and scholar population has changed somewhat in the last 10 years. There have been dramatic changes in the international and national political and economic spheres. And in the last decade, with the continuing recognition that U.S. institutions must prepare their students for the 21st century, we have seen more and more U.S. institutions place internationalization or globalization on their agendas. Many have developed mission statements which often point to the presence of international students and scholars as evidence of their current level of internationalization. However, the institutional mission statements remain general, as perhaps they must, and rarely refer with any specificity to the need for special services or the mechanism for taking advantage of this rich institutional resource; nor do they address the more difficult questions of appropriate numbers or percentages, regional or discipline distribution, or levels of funding. It is in the operationalization of these mission statements that we must look for further articulation of these institutional goals.

The 1983 *NAFSA Principles for International Educational Exchange* are still the most frequently cited norms for educational exchange programs, setting the standards for the recruitment and admission of international

students and the level of services required by international students and scholars. [NAFSA: Association of International Educators (formerly the National Association for Foreign Student Affairs) was founded in 1948 on the premise that U.S. institutions must provide advice and assistance for international educational exchange activities and that those individuals performing these tasks must possess pertinent skills and relevant knowledge.] These Principles, together with the NAFSA *Code of Ethics* (adopted by its Board of Directors in May of 1989) should be the cornerstone for the development and/or review and evaluation of institutional policy for international educational exchange, particularly as it pertains to support services for international students and scholars.

The NAFSA *Principles*, while acknowledging that the needs will vary according to the composition of the population—as will the provision and approach to the delivery of the services, set forth the basic levels and kinds of support institutions should be offering the international student and scholar population. (1) Building on the NAFSA *Principles*, a basic level of services should include: 1) pre-arrival information and assistance; 2) orientation activities designed to introduce the new environment, technical requirements and support services; 3) ongoing advisory services with respect to personal counseling, adjustment issues, academic support, emergency issues, preparation for departure and return, etc.; 4) advocacy and intervention in supporting the resolution of students' problems; 5) the development of programs that enhance interaction between student communities, enhance sensitivity to cultural differences and international student and scholar needs, and that further their understanding of the U.S. culture.

These are the basic functions of the international student or scholar advisor's position, but as our daily lives and society become increasingly complicated, so does our work. The issues that affect that U.S. student population also affect international students and scholars—health care and insurance and its rising costs, sexual health education, acquaintance rape, domestic violence, violent crimes, racism and harassment, violations of the academic code and institutional policy, and family events be it the death of a parent, birth of a child, or divorce. In addition, the lives of international students and scholars are deeply affected by international and national political and economic shifts and upheavals. It is no longer imaginable that one office can provide the support and services required by the international student or scholar and the traditional notion that support services are provided by a single office no longer suffices. The delivery of the services necessary to ensure an international student's or scholar's successful academic experience requires the commitment and involvement of the entire institution. The responsibility for

ensuring a positive and productive stay is an institutional responsibility.

Increasing numbers and more burdensome regulatory requirements often leave little time for international student and scholar advisors to provide much more than the basic counseling and advising services. To provide the full array of support services, cooperation and collaboration among the various institutional service units and academic departments is necessary. In the 1990s it is imperative that FSAs work with colleagues across campus and with the community to develop and implement culturally sensitive programs that are appropriate to the needs of the international student and scholar population.

2. Professionalism

The institution should employ professional staff to provide support services to international students and scholars. The staff should be familiar with the NAFSA principles for recruitment, admission, orientation and advising of international students. These principles are important to institutional self-regulation regarding international students and scholars.

In his *Handbook of Foreign Student Advising* (1983), the standard work on the subject, Gary Althen states that "unlike true 'professionals', FSAs do not have to complete any specific educational program to obtain their positions. They do not need to pass an examination or obtain a license to practice; they have no professional association that enforces a agreed-upon set of standards. They take no oath of office." (p. ix) While there is no established curriculum or accredited training program for future FSAs, staff must be qualified by relevant education and experience in order to perform the required tasks responsibly and ethically. There is a variety of academic disciplines that may be helpful in preparing for employment in this field, although they do not constitute a precondition for employment. An important component to any field of study is the exposure to a global or cross-cultural perspective. Overseas experience, cross-cultural awareness and sensitivity, and ability to understand the social and psychological process of adjusting to a new culture are equally important. Additionally the position requires someone who is politically astute and aware of international and national affairs, immigration regulations and international educational systems. The FSA must be a courteous and patient individual with good judgment and the vision and creativity to see the potential for growth in individuals and operations; an individual with leadership potential who can advocate for international student and scholar issues and be an effective contributor to the institution's international education initiatives.

Furthermore, an FSA must be able to comprehend and interpret technical regulations, and ideally should have proficiency in a second

language and be familiar with one or more world cultures. In order to carry out the requisite tasks, an FSA must possess a basic level of skills in the following areas: problem solving, cross-cultural counseling, human resource and office management, oral and written communication and computers and data management. Finally, a professional in the field of international student and scholar advising should be familiar with the NAFSA *Principles* and *Code of Ethics* and be committed to upholding this code in his/her professional life.

For the FSA to function adequately, there must be an institutional commitment to on-going training and professional development, including the opportunity for overseas experiences and further education. The supervisor of the FSA must be an individual with a clear understanding of the roles and expectations of the position, who understands that FSAs play a variety of, often conflicting, roles, and who recognizes the diversity of talent required to perform the responsibilities of the position. In order to enhance the quality of the support for international students and scholars, supervisors must give the practitioner the opportunity to participate in professional development activities, such as those available through NAFSA and its Field Service Program, including in-service training, skills development, access to publications, and attendance at national and regional conferences and workshops.

The institution must also recognize an appropriate client/staff ratio. A few years ago NAFSA had recommended a ratio of one FSA for every 200 international students. At present, such a ratio may be considered a luxury, especially in light of the financial constraints faced by most institutions. It is not unusual at larger institutions to see this ratio quadrupled. While we may look for NAFSA and other associations for a new staff/client ratio for the 1990s, we must look within our own institutional settings for realistic staffing levels given the numbers of clients and the anticipated levels of services. The institution and the practitioner must be committed to a regular internal, and perhaps external, review and evaluation of services, programs and performances. With the rapid changes in the scope and demands of international student and scholar advising, anything else would be inadequate.

3. Diversity and Balance

The institution should seek to have a culturally diverse student body and faculty reflecting the different cultural and geographical regions of the world, with no one foreign country dominating. The institutional planning process should include a discussion of the minimum and the maximum number of international students and the cultural diversity considered appropriate to each academic department, school, and/or college.

This statement may reflect a desirable arrangement, but it is, at present, far from the reality. Few institutions have policies that encourage a balance of international students across the disciplines. International students come to U.S. institutions pursuing their own interests and often arrive at a particular institution as a result of a series of coincidences. (2) The number of students from any specific country can vary radically according to the fluctuations of the world economic market, and foreign government support. Identifying the optimum numbers of international students (not to mention scholars, which does not seem to be the subject of much discussion) in a particular institution or a department or program within that institution, is difficult, if not impossible, because of the complexity of the variables. However, the very making of this type of statement does call attention to the fact that if institutions are not thinking about the educational, political and financial implications of enrolling international students and hosting international scholars, the 1990s will be the decade that requires them to do so.

Institutions must be prepared to respond to recent assertions, as well as legislative initiatives, that international students, particularly at the graduate level, are claiming financial assistance from U.S. institutions in greater numbers than American minority students and are thereby denying American minorities access to funding for graduate education. The 1987 IIE Research Report, *The Foreign Student Factor*, found that "even in fields with domestic shortages of students, international students are not keeping domestic students out. Rather they are taking slots that locals cannot afford to take because of salaries available in the workplace." (p. 93) But the public perception may be different. No one would argue against the need to increase the presence of underrepresented U.S. students in graduate programs such as mathematics, physics, chemistry and engineering. The discussion of this delicate issue, which must take place on a national as well as institutional level, must call for a balance among the enrollments of international and U.S. students and not treat the problem as if it has two mutually exclusive components. It must acknowledge the place of U.S. educated international students in the U.S. professorate; the contributions made to the advance of technologies; and the fact that in the future the U.S. may have to compete more stringently with other nations for the world's "best and brightest." Furthermore, the dynamics of academic research and the role of international students and post-docs must be considered.

A review of international student enrollment patterns toward the development of a policy requires a thorough investigation of institutional and national enrollment patterns, as well as an understanding of why particular foreign nationals choose to study in the U.S. at particular

levels of study and in particular disciplines, and the way they select particular institutions. It is certainly not sufficient to look at the international student enrollment in the aggregate or even at gross numbers of undergraduate and graduate students. We must understand why Chinese students tend to join graduate programs in the hard sciences, why Indian nationals are enrolling in larger percentages in Ph.D. programs in business, or why in the 1970s Iranian students were not concentrated in any particular discipline, but more widely distributed throughout an institution.

We must also recognize that to achieve a more geographically balanced international student enrollment, increased funding will be required to attract international students to disciplines where they are underrepresented, and to attract students from countries or regions where there is little representation because of the scarcity of personal or family resources or government support for study abroad. In these strained financial times, greater expenditures from U.S. institutions for students from abroad, to the extent that it will have a profound impact on the demographics of international student enrollments, while desirable, may not be fiscally or politically possible.

The dominance of large numbers of students from one or two countries is by no means a healthy arrangement. The presence of large numbers of students from a single country on a campus where they are the majority of the international student population, and where they all study in one school or program, is more a matter of economic exchange than international educational exchange. Enrolling international students from a variety of national backgrounds in a variety of fields will create a more stable presence. It will have a greater potential of exposing the domestic student body to a fuller spectrum of the cultures of the world, an important objective of international educational exchange.

Ideally, our institutions will always be aware of the cultural results of responding to market needs. Too often domestic affirmative action programs and international programs exist without mutual consultation. Too often, graduate departments and undergraduate admissions offices must consider numerical goals and financial concerns to the exclusion of other issues. Collaboration and awareness are the keys to achieving the ideal balance and mix. This can only be realized if leadership is exercised centrally to bring together decision makers who need a better understanding of the institutional big picture. If this consultation occurs, then the institution can be answerable to the public and to itself in a more effective manner, while working towards a genuinely planned and satisfactory campus diversity.

4. Resources

International students and scholars should be recognized as educational resources. Programs should be developed to enable them to serve as resources on campus, in the community, and elsewhere after graduation. Opportunities for students, staff and faulty to learn about international students and scholars should be provided. Programs to facilitate interaction, mutual learning and cultural understanding should be developed.

Most international educators would agree that one of the primary rationales for the presence of international students and scholars on U.S. campuses is that they offer experience and expertise that contribute to U.S. students' international and global understanding. Unfortunately, there is limited data to offer universal support for this assertion, but practitioners can point to sufficient anecdotal evidence to justify future efforts and expense. As stated earlier, one of the roles of an FSA should be that of an educator and a promoter of interaction between U.S. and international students and scholars. The FSA, along with his or her international educational colleagues, should champion the effort for institutional use of the resources of international students and scholars, proactively generating ideas and seeking collaboration with colleagues across the campus and in the community. Without this type of cooperation and collaboration, FSAs are limited in their abilities to broaden the opportunities for interaction with the U.S. student community.

There are at least two parallel issues to consider—one is creating the opportunities for international students and scholars to share their experience, expertise and opinions, and the second is encouraging the international student and scholar to participate as a resource.

FSAs and other faculty and staff can encourage international students and scholars to participate in life on campus - as residence hall advisors, tutors, athletes, and participants in student government, diversity education programs, student performance groups, volunteer activities, campus publications, etc. Personal contact with students, learning about their interests and offering them information about opportunities is the most effective way of encouraging participation. However, student numbers and staff size unfortunately do not always permit such personal contact and conversations, and other means of communication must be utilized. FSAs can use orientation programs, international newsletters and campus electronic mail systems to highlight different opportunities. Participating international students and scholars should encourage other students. Other offices and programs must make a special effort to encourage participation by the international student and scholar population. By and large, international students and

scholars do not learn about the variety of opportunities or learn about them too late or do not feel that when the invitation says "all students are encouraged to participate" that this includes them. It may require some additional encouragement, but inclusion of international students in the traditional student and residential life activities will help encourage the international learning environment. (3)

You may set an example on campus by using international students and scholars in your own international operations—as orientation assistants, peer advisors, student hosts in campus hosting programs, interns for programmatic efforts like Phi Beta Delta, or hosts for international visitors, suggest that other offices use international students and scholars as resources in the delivery of their services, e.g. assistants for study abroad advising or pre-departure programs, informants for US students interested in working overseas, or as members of student advisory boards for the health services or career planning and placement offices.

Most institutions organize international education programming efforts along the more traditional model, that is, through the international programs and/or services offices. Few have used established student affairs structure to inculcate an international perspective in campus activities. An interesting exception to this trend is the Internationalizing Student Life Program (ISL) at Michigan State University. This unique program, established in 1991, has its home in the Student Life Department of the Division of Student Affairs and Services. Its mission statement asserts that one of the goals of MSU is "to prepare students to assume their roles in an increasingly complex [global] society." The Council for the Review of Undergraduate Education recommended that both curricular and co-curricular activities be developed to promote an environment that appreciates and promotes the international exchange of ideas and experiences. According to the 1991-92 Annual Report, the ISL was created to provide: "1) additional opportunities for students to learn about the variety of cultures which coexist in the contemporary global environment and the social, political, economic and cultural forces which affect international relations; and, 2) experiences which assist students in the further refinement of the interpersonal skills, including cross-cultural communication, deemed essential for them to succeed in their chosen careers."

During its first year, ISL, working closely with the staff of the residence life, provided cultural training sessions, prepared internationalizing programs for RAs to use in residence programs, and prepared a workshop and a video to help U.S. students communicate better with their international T.A.s ("From 'Oh No' to 'OK'"). In addition to providing in-service training for the residence life staff, ISL also conducted

cross-cultural training sessions for social work practicum students, lab science educators, career development and placement services and others. It also served as a resource center for materials such as videos, maps, simulation games, that others can use in their programming. (4)

There is no shortage of ideas and models for programs that enrich the experience of international students and scholars and offer their experience and expertise to the campus community. The NAFSA Cooperative Grants Program (COOP), through a grant from United States Information Agency (USIA), has provided funding for more than 400 programs for campus and community-based student enrichment programs. Interested international educators will find not only a source of funding through the COOP program, but also project reports that can help one explore the possibilities of programs for their own campus. A short list of the types of programs COOP has funded include: "Effective Student-Faculty Communication during Office Hours" (Stanford University); "Comprehensive Orientation: Meeting the Needs of Visiting International Scholars and Faculty" (Virginia Tech); "Letters Home - An International Theatrical Production" (Linfield College); "An Introduction to Business Culture in the U.S." (University of Iowa); "Inside Campaign '88" (Minnesota International Center); "Starting From Scratch: Developing International Resources in the Community (North Dakota State University); "International Understanding Through Volunteerism" (American Youth Hostels, D.C.); "Effective Academic Advising for International Students" (University of Toledo); "International Classroom" (University of Kentucky); "Frontline Staff: Service in Any Language" (Indiana University); "Professional Integration and Communication Among Foreign Students and Scholars on Home-Country Return" (Oregon State University); "International Student Health Care Resource Packet" (North Carolina State University); "Confronting Racial/Ethnic Stereotypes and Prejudices" (International House of New York); "Making Connections: American and International Students at Quincy Junior College." (5)

A relatively new venture that has brought U.S. and international students, faculty and staff together to promote the international dimension on campuses across the country is the Phi Beta Delta Honor Society for International Scholars. With over 60 chapters, Phi Beta Delta has successfully brought together the international communities of many campuses for intellectual and social pursuits. Individual chapters have sponsored such events as faculty lecture series, brown bag seminars, a visiting diplomat series, and fund raising events for international student scholarships. Phi Beta Delta can play an important role on campuses which want to encourage dialogues between faculty and student

communities, and American and non-American constituencies, and which seek a means to acknowledge prominently the importance of international education in academic pursuits. Nationally, Phi Beta Delta provides an opportunity for faculty and students to be recognized for their contribution to international educational exchange with scholarships and book awards presented at their annual meeting. (6)

While we talk rather generally about international students and scholars as campus resources, providing opportunities for and encouraging the involvement of international scholars is often more difficult than for international students. Again because of their role on the campus, international scholars are sometimes overlooked in the inventory of institutional resources. It is incumbent upon the international student and scholar office to create opportunities to increase their visibility by highlighting their presence in campus publications or by creating a resource list both for internal use and for publicizing (with the scholar's permission, of course) their availability and expertise to the faculty. A more ambitious project would be to sponsor an international scholar lecture series or a peer hosting program with faculty who themselves studied overseas. Developing programs for international scholars is made more difficult because of the fact that the natural patterns that exist for student programming do not exist for scholars. FSAs must explore their connections with schools and academic departments to find co-sponsors for events involving international scholars.

1992 is a timely moment for many practitioners to reflect on the provision of services to international students and scholars and on our role as educators and facilitators. There is almost unanimous recognition in the field that the role of the FSA goes beyond that of technical advisor on immigration regulations. However, the last eighteen months have seen practitioners overwhelmed with changes in federal regulations; most have found themselves spending a larger percentage of their time interpreting and implementing these new regulations (particularly those persons with responsibilities for international scholars) and less time on creating opportunities for the campus community to become acquainted with and benefit from the presence of its international student and scholar population. During the 1990s, institutions must recognize that the educational functions that can be performed by FSAs are as important as the regulatory ones. We must acknowledge that the development of programs that enable international students and scholars to serve as campus resources is labor-intensive, requiring the cultivation of potentially interested colleagues and students, as well their ultimate collaboration. Provisions in staffing and budget structures must be made if we are to move forward and put into action our mission statements which

proclaim the presence of international students and scholars as evidence of the international education on our campuses.

5. International Teaching Assistants

International students and scholars assigned teaching responsibilities should be selected carefully, with special attention given to language skills, teaching techniques, cultural orientation and evaluation.

The training and classroom placement of international teaching assistants (FTA) has been a subject of intense discussion in classroom buildings, dormitory rooms, faculty offices, living rooms and state legislatures, as well as the subject of extensive research. Many schools, realizing the importance of FTA preparedness, have set minimum standards for English proficiency and have developed training programs to help FTAs improve their language and teaching skills. An additional component of these programs has been to familiarize the FTAs with the philosophy and culture of U.S. higher education and with the history and tradition of their institution and department. The issue of English language proficiency for the teaching staff has gone beyond the institution: several states have passed legislation which mandates a proficient level of English for teachers at the college level. (Pennsylvania is one such state.)

Although English language proficiency is the most salient point in the discussion of the preparedness of FTAs for the U.S. classroom, it is only one among a number of important issues. These may be summed up, but are not limited to, the following: 1) the relative lack of familiarity with teaching methodology in the U.S. classroom, especially in light of the fact that many FTAs are not a product of the U.S undergraduate education experience ; 2) the general lack of meaningful orientation and training set by the departments for their teaching assistants, a problem which heightens the difficulties faced by FTAs; and, 3) the use of FTAs, especially in the sciences, in laboratory or recitation sections to instruct first and second year students, many of whom express frustration ranging from difficulty in understanding the FTAs' accent to their teaching style.

By and large, the criteria for appointing teaching assistants are related to their academic standing as graduate students. For most institutions, the granting of teaching assistantships represents an economic solution to shrinking budgets, a solution that also allows students to have sufficient financial means to pursue graduate studies. Because of the financial and educational investment made by the institution on behalf of the international teaching assistant, it is incumbent that it make the additional investment in FTA training to insure their adequate

preparation, their development as teachers, as well as their academic success. Such an investment may take the form of an intensive summer training program, a support group that meets periodically to discuss relevant questions, a mentoring program with faculty or more senior teaching assistants, or, for some, a year-in-training as a teaching assistant. Although these suggestions are valid for the improvement of teaching assistants in general, they are a necessity for the smooth initiation of FTAs to the U.S. classroom. By the same token, the holding of an informal introductory meeting at the beginning of each academic term between students, faculty and FTAs, may constitute an opportunity for all to have a good start. Additionally, we must concern ourselves with changing the attitudes domestic students may have toward FTAs. While not much has been done in this area, three projects are worth mentioning: the development of a workshop and video entitled "From 'Oh No' to 'OK'" by the Internationalizing Student Life Program at Michigan State University; research conducted by Diane vom Saal (University of Missouri) on the factors affecting domestic student learning from FTA instruction; and a videotape entitled "You and the International TA: Path to Better Understanding," developed by Rosslyn Smith (Texas Tech) and available from NAFSA.

6. Returnees

International students and scholars preparing to return to their home countries should be given information relevant to maintaining contact with their academic discipline and their U.S. institution. A pre-departure program should include discussion of the process of cultural re-entry.

The cultural readjustment and re-entry of international students and scholars has been the subject of much study and research in the last fifteen years. Yes, it is indeed the responsibility of U.S. institutions to help prepare international students and scholars for their return home and reintegration into the home culture and professional world. Institutions, and not just the international student services office, must assist these students with identifying employment opportunities in the home country, as well as appropriate practical training opportunities in the U.S. Students must be provided with reentry seminars that explore the emotional and social implications of returning home after an extended sojourn abroad. Students may require practical information on how to conclude ones' affairs in the U.S. and ship ones' belongings home. Finally, staff and faculty must help students identify the ways in which they can stay in touch with their U.S. institutions, through overseas alumni clubs, as well as with their own professions. This advice is best transmitted in a combination of workshops, written materials and personal advising

sessions. Institutions that have not yet initiated this type of programming can select from a number of model programs. In particular, Pusch and Lowenthal's (1988) *Helping Them Home* describes programs designed to assist students in this process, as does Martha Denny's (1986) *Going Home: A Workbook for Reentry and Professional Integration*. Additionally, the recently published, *International Student Reentry: A Selected, Annotated Bibliography*, by Leiton Chinn, provides a comprehensive listing of books, articles, program models, workshops and instructional materials on the subject.

A new initiative of USIA and USAID, the Project ASPIRE (APEC Student Professional Integration and Reentry), which is administered by NAFSA, will also be of interest to readers. Project ASPIRE seeks to develop a partnership between the educational institutions and private sectors in the U.S. and the ASEAN nations to promote the successful reintegration of students from the ASEAN nations and the Pacific Islands. The program is designed to help students make the best possible use of their U.S. education in a home country setting by developing their entrepreneurial, management and job search skills. Furthermore the project intends to encourage private-sector development in ASEAN countries connected to the U.S. private sector. (7) This project is unique for its efforts in initiating the road to return even prior to the student's departure for the U.S., and for the fact that its efforts are a partnership of many - U.S. government agencies here and abroad, hosting U.S. institutions, embassy representatives; home country ministries of manpower, employers, as well as alumni of U.S. institutions. (8)

The previous statement tells only part of the story and it is the remaining piece that may be the most perplexing for many international educators: we have long lived with the outdated paradigm that in general, the U.S. educates international students so that they may return and contribute to the development of their home country. The reality is, of course, that a percentage of students and scholars are not returning home. Some elect to stay in the U.S. and others leave the U.S. for employment in a third country. Certainly, this is not a new reality. "The brain drain-brain gain" phenomenon has been with us for decades, but the world political and economic events of the last decade may have changed the dynamics: the presence of more than 400,000 international students and another 175,000 or so international scholars, the majority of whom personally funded their U.S. educational experiences; the increasingly globalized economy; the opportunities for U.S. educated international Ph.D.s on the faculties of American institutions; and finally, revisions of the U.S. immigration regulations in 1990 that encourage the talented and highly skilled to stay in the U.S. These factors require U.S.

institutions to examine their assumptions about the reasons we enroll international students and their destinations once their studies are completed. In light of these changes, we need to reexamine our roles in promoting the return of international students. Across the institution, perspectives will vary depending on whether we administer an institutional exchange program, a USAID educational development program, a graduate program in biochemistry, or serve as an advisor to international students and scholars. (An interesting debate on the responsibility of FSAs to promote return appears in the Fall 1991 *International Educator*.) But regardless of our institutional title we must recognize that the paradigm has changed. We are educating international students, some of whom will return, some of whom will stay, and some of whom will be truly international scholars seeking employment opportunities around the globe. Accordingly we must design our programs and services, from personal or academic advising to career planning and placement, to meet the needs of the international students and scholars regardless of where their future will take them.

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Chapter 3

Implementation of International Competence Strategies: Faculty

HOLLY M. CARTER

The development and implementation of international education initiatives has been a focus in higher education in the United States for several decades. The necessity of advancing international competence for America's students becomes more apparent as the international community becomes more interdependent and connected. Over the past several years many international organizations and academic institutions have assessed the accomplishments and requirements for curricula and programs designed to promote international competence. (1) It is surprising to note, however, that so little attention has been written regarding the role of faculty in the implementation of international competence in higher education. There is no question that faculty have played a critical role in the definition and implementation of academic international programs nation-wide. Through the development of curricula, area studies, comparative studies and international studies courses and programs, faculty stimulate student interest in the field of international relations and generally serve as a catalyst for the overall internationalization of the institution.

In a study conducted by Washington State University (1990), 90% of 183 universities responding to a survey questionnaire indicated that faculty were very important factors for internationalizing a campus. The study further concluded that those institutions which had broad based faculty support were more likely to experience a high degree of success in their international education initiatives. Yet, the converse of this observation is equally important. Institutions which have a low degree of support or participation by their faculty may tend to have a lower success rate in internationalizing the campus.

Our task in this chapter is to explore, in more detail, the role of faculty in promoting international competence in higher education. To accomplish this exploration we first describe the context within which faculty operate as the implementers of international competence. Central to this discussion is an examination of the factors which promote or inhibit faculty participation in international initiatives at the departmental and institutional level. We then focus on the strategies which can and have been successful in promoting faculty participation in the development and implementation of international competence through academic programming and instruction.

• The Context

It is safe to suggest that faculty have served as the cornerstone of international education on many campuses in the United States. In many instances, at the departmental and institutional level, faculty design and direct international programs; develop and teach curricula in international studies, area studies and comparative studies; and, advise and counsel their students in developing an international career. In sum, faculty serve in all capacities as the implementors of international awareness and competence.

For most faculty engaged in international education initiatives, the level of effort involved in implementing international education often extends beyond departmental responsibilities and contractual obligation. It would be interesting to note the number of faculty who direct international education programs with the level of effort of a full time administrator but with only a one-course released time to accomplish their responsibilities. Faculty efforts to internationalize their curricula and departmental programs occur in an academic context that does not readily acknowledge the importance of our international perspective in a student's educational experience. Within this context, international education continues to exist on the periphery of education and the international education accomplishments and contributions of faculty are rarely recognized or rewarded.

The disciplined-based focus of American higher education has often precluded an international focus. Most academic departments in the natural and social sciences do not include an international perspective for their major degree candidates. Some discipline-based major and minor degree programs offer elective choices of international related courses, but in this instance students randomly select and often do not receive academic advising that places an importance on international topics.

Generally, this peripheral focus has resulted in the marginalization of international education. In turn, faculty teaching, research and public

service which has an international dimension is also marginalized. Consequently, within this environment, many faculty are required to emphasize a discipline focus in their teaching and research to the exclusion of an international perspective. Even those faculty who have an academic background in international areas have little opportunity to incorporate that focus in their departmental assignments.

When developing a directory of faculty with international interests, research and academic backgrounds, we were surprised at Northeastern University to identify 25% of the faculty with strong international backgrounds. This expertise was generally not reflected in our overall university course offerings at the University. Many faculty colleagues expressed some frustration that they were not able to teach courses which reflected their international interests and backgrounds.

• **Incentives**

Incentives for faculty involved in international education have always been limited. During this period in which academic institutions are experiencing decreased enrollments and severe budget constraints, incentives for faculty are further diminished.

There have been no formal studies designed to explore the nature of incentives for faculty engaged in international education. The study conducted by Washington State University (1990) found that those institutions that had broad initiatives, support and recognition for faculty involved in international education had a higher degree of internationalization. But, those institutions with successful faculty incentives represented only 14% of all reporting institutions.

Many faculty would observe that their accomplishments in international education from program/curriculum development to instruction and student advising, continue despite the existence of incentives. However, there are indications that a lack of incentives or recognition causes some faculty to focus their energies in non-international education related research and teaching.

In a study conducted by Goodwin and Nacht (1988) (2), the authors suggest two important findings that have relevance for our discussion. First, they observe that study abroad programs are "normally" directed by faculty members who assume administrative functions in addition to other teaching and research responsibilities. They also observe that, after a time, faculty members in such positions tend to lose interest in directing the programs. The authors go on to suggest that this loss in interest occurs "when the pressures of promotion and tenure are upon them (the faculty)." (3) In the end, Goodwin and Nacht conclude that faculty members are not inclined to remain in directorship posts for more than a year or two. The impact on the continuity and development of many

international education programs must be compromised to the extent that faculty turnover in key administrative positions exists.

The Role of Faculty in International Curriculum Development and Student Advising

• Curriculum Development

International curriculum is a topic that receives thorough examination in another section of this book. However, we would be remiss if we did not include in our discussion a brief examination of the linkages between international competence among students and faculty involvement in the development and instruction of international curricula. In an AIEA document entitled "Action for International Competence" (1988), three goals for achieving international competence were identified:

1. Every American student should acquire an enhanced level of geographic and historical knowledge of the world...
2. Every student should learn about foreign cultures and should be encouraged to acquire proficiency in a foreign language.
3. Every American student should be informed about the realities of the global economy. (4)

We would add that every student should gain skills in understanding cultural differences and interacting across cultures. The accomplishment of these goals is directly correlated to the development and teaching of curricula which broadens the global perspective of students.

Much attention has been placed on the development of international and multicultural curricula. The establishment of area studies and international studies academic programs has created a solid foundation for the development of such curricula. Yet, to limit the development and instruction of international curricula to these programs is to limit the scope for international curricula. While most institutions have a significant number of international courses represented in their academic programs, these courses are usually taught by a small number of faculty. There remains a need for the development of modules or international components for discipline-based curricula. These courses are usually taught by faculty who have limited background or interest in international issues. These faculty can become important vehicles for enhancing the international competence of their students provided they can be motivated and trained to incorporate an international perspective in their courses.

In sum, faculty have a pivotal role to play in the integration of international modules and components in their course material. Yet many faculty remain unmotivated or unprepared to incorporate an international perspective in their syllabi.

• **Student Advising**

Generally, focus is placed primarily on the role of faculty in the classroom as it relates to the development of international competence for students. The faculty role of advisor is equally important toward this end. Students look to their faculty advisors to provide interpretation and recommendations regarding course selection and extracurricular academic program participation. A faculty advisor's support or lack thereof can make the difference as to whether a student elects to include a study abroad experience or whether a student incorporates an international perspective in discipline-based degree programs.

Many faculty who are involved in international programs on a campus tend to incorporate an international perspective in their advising. Yet, the larger number of faculty are uninformed or uninterested in the nature and scope of international education offerings on their campuses. There is a need to provide adequate information for these faculty so that the range of international education opportunities can be passed on to their student advisees. In many instances, the burden of assuring that a wide range of faculty have access to and understand the scope of international education offerings lies with those faculty and administrators who are involved in the international education programs. In the end, faculty are perhaps most able to convince their colleagues of the saliency and importance of international education and the need to incorporate an international perspective in discipline-based degree programs.

• **Faculty Development**

Chief among incentives for faculty involvement in international education is the issue of faculty development. The role that faculty play in promoting international competence in their students is clear. However, it is also important to focus on the need for expanding the international competence among the faculty as well. Often, although many faculty have some language or international experience in their academic background, they have not placed emphasis on this area of their research or teaching. The need for faculty development programs for this cohort of faculty is obvious.

The existence of grants and internal resources to fund faculty research and professional development are tangible determinants of the degree to which faculty involvement in international education will occur. Generally, though, faculty are not encouraged to engage in international collaborative research and participate and present in international conferences and meetings because of the absence of departmental or institutional support for such faculty development initiatives. While many institutions and departments take advantage of the techno-

logical communication networks to facilitate interaction and communication internationally, often faculty members do not have individual access to such support and must vie for usage in a competitive environment.

As a result, faculty members interested in teaching or research in international education often self-limit their involvement because they do not perceive the linkages to faculty development, tenure or promotion. As has been suggested above, many faculty seem to participate in some aspect of international education for a time and then return to the important tasks of preparing themselves for professional advancement.

The situation for faculty who hold administrative positions in international education offices is no less advantageous. Goodwin and Nacht observe that faculty administrators are often "called upon to perform highly complex (administrative) tasks for which they are unprepared." (5) Faculty, they suggest, must deal with a range of administrative and managerial responsibilities for which neither their graduate school training nor faculty academic experience has prepared them. In many of these instances the faculty directing international education programs have not had the benefit of training or support to assist them in developing the necessary administrative skills.

In the end, many faculty do not perceive that their research, teaching or service efforts in international education are directly correlated to tenure and promotion, or to advancement in the administrative hierarchy of the academic institution. How then do we continue to encourage faculty involvement and support for international education, particularly when faculty involvement and international competence for students are so inextricably linked?

• Strategies for Implementation of International Competence-Faculty

The focus of this book is to identify particular strategies which will promote the implementation of international competence on academic campuses. Strategies directed at maintaining and increasing faculty participation in international education initiatives on their campuses are critical factors in increasing the international competence of students.

We have identified three major strategic areas of importance to faculty involvement in international education: expansion of faculty development opportunities for gaining international competence; support for faculty research on international topics which includes provision of faculty access to communication technologies and resources which facilitate international networking and collaboration; and, re-examination of policies related to hiring, tenure and promotion as they relate to recognition and reward systems for faculty competence and qualifications in international education.

• **Faculty Development**

We have approached faculty development from two perspectives. First, we are concerned with the development of those faculty who have an active international dimension to their teaching and research and require support for research and instruction. This group of faculty have primary responsibility for promoting the international competence of their students. Their development needs are often related to the maintenance of their international research and academic focus through attendance at international conferences and participation in faculty exchange programs under the auspices of international agreements at the institution or department level.

Second, we are focused on those faculty who have relatively weaker academic backgrounds in international areas or who desire to pursue international collaboration in their areas of research. This group of faculty generally require faculty development resources that are directed toward participation in faculty exchanges so that they can be introduced to international contexts. Additionally, they need resources to support the development of international modules for inclusion in their existing courses. In sum, faculty in this category need development resources to support the expansion of their level of international competence so that they can then pass on their competence to their students.

While each group of faculty as described above have different development needs, the approach to their development is quite similar. Earl Backman (1984) (6) conducted a study of several academic institutions' international education initiatives. In institutions ranging in size and scope from four-year to community college contexts, these institutions reported which faculty development initiatives contributed to the involvement of their faculty. Key among these faculty development programs were:

- ◊ To provide annual funds to support overseas travel for faculty members to present papers at international conferences and meetings.
- ◊ To provide released time for faculty to develop international course curricula.
- ◊ To establish faculty exchange programs, particularly at the departmental level, to provide overseas experience for faculty members.
- ◊ To provide opportunities for faculty to interact and collaborate with visiting international scholars on their own campuses.
- ◊ To provide regularly scheduled workshops, colloquia, and seminar programs to stimulate international research interests in faculty members.
- ◊ To place more emphasis on faculty participation in Fulbright programs.

◊ To involve faculty members in the design and implementation of study abroad and other international education programs.

Of particular importance is the identification of faculty development opportunities which do not require extensive funding, i.e., workshops, colloquia, and opportunities to collaborate with visiting international scholars. In the later instance, the utilization of visiting international scholars to provide opportunity for faculty to initiate collaborative research activities within institutions with minimal resources for international travel. Generally international students and scholars represent an underutilized resource on most academic departments. In the end, faculty development initiatives must be considered critical elements in promoting international competence for faculty, and, ultimately, students.

While academic institutions struggle to establish and maintain international faculty development opportunities for their faculty, some international organizations have begun to offer faculty development programs as well. In 1990, the Council on International Educational Exchange first offered a series of Faculty Development Seminars which provided for a thematic focus on a topic of international interest. Faculty participants attended lectures and discussions, conducted international site visits and were encouraged to engage in professional networking and exchange with international colleagues. Since its inception, over 320 faculty members, representing 215 different academic institutions, participated in 14 seminars. While this number is small, it does represent yet another opportunity to enhance international faculty development opportunities.

• Support for Faculty Research on International Topics

The linkages between faculty development opportunities and support for faculty research on international topics are clear. Faculty who are able to design and conduct international research projects have the opportunity to build collegial networks, expand their curricula with international perspectives, and compile an empirical data base to support internationally-related research topics.

Many faculty refrain from conducting extensive research in an international area because of prohibitive costs and the constraints of travel. The era during which faculty could plan an international sabbatical leave with the benefit of external grants and funding seemingly has ended. Currently, faculty with an international perspective to their research must severely limit the time spent abroad or rely exclusively on secondary data sources or computer simulations of empirical reality. The existence of faculty development funding to facilitate international travel for faculty research continues to decrease in most academic

institutions in the face of declining enrollments and fiscal constraints.

• **External Funding**

External funding opportunities for faculty to engage in international research exist but are limited. For the last three and a half decades, the Fulbright Program stands out as having provided opportunities for faculty international travel and research. The program's figures indicate that over the last five years a yearly average of approximately 900 faculty have been awarded Fulbright Grants to conduct research or travel overseas. In addition, the U.S. Department of Education offers a variety of programs which can provide funding support for faculty to conduct international research or gain international competence through international travel and participation in international seminars. About 27-30 individual faculty awards are granted each year. Under the auspices of the Department of Education Fulbright/Hayes Group Projects Abroad Program several hundred faculty have had the opportunity to study abroad for six- to ten-week periods.

• **Participation in Faculty Exchange Programs**

There have been no studies done to assess the degree to which faculty participate in faculty exchange programs within the parameters of institutional international agreements. However, it is safe to assume that only limited numbers of faculty take advantage of international faculty exchange opportunities because of teaching schedules and other constraints. Most academic institutions with faculty exchange programs indicate that on an average from 10 to 25 faculty participate in such programs.

There are a number of international programs which provide opportunities for faculty to serve as resident directors for study abroad programs. In this instance, faculty often have the opportunity to pursue research projects in addition to fulfilling the administrative responsibilities associated with their study abroad programs.

• **Orientation and Training**

Those faculty who do identify the funding sources for international travel to conduct research, the need for pre-departure training and orientation programs should not be overlooked. Many faculty, particularly those who have not traveled extensively overseas or have not traveled for several years are unprepared for the culture shock or acculturation requirements of international research. This lack of preparation can impede their ability to take optimal advantage of their opportunity to conduct international research projects. The University of Pennsylvania and Michigan State University stand out as two institutions with model programs for faculty orientation and support for faculty international travel.

Language training is also an important aspect of international research for faculty. Many faculty members must gain language fluency or upgrade their language proficiency to facilitate their international research. There are few academic institutions that do not offer faculty the opportunity to take courses gratis to enhance their teaching or research skills. Yet, taking time out from busy teaching and research schedules to study a foreign language is often not feasible. What may be required is the provision of released time to allow faculty to gain or regain language proficiency as a part of pre-travel training or orientation.

• Access to Communication Technology:

For many faculty, the increasing budgetary crises at their institutions will continue to preclude extensive international travel to conduct research. In these instances, the accessibility of communication technology to facilitate collaboration with international colleagues is imperative. Advanced communication technology has facilitated the development of international linkages for most academic institutions. The majority of international education offices are linked globally by facsimile, telex, and variations of the BITNET system. Yet, as cited earlier, many faculty do not have immediate access to such communication technology.

• Re-Examination of Policies Related to Hiring, Tenure and Promotion

Perhaps the most important incentives for maintaining faculty involvement in international education and increasing faculty international competence are related to hiring, tenure and promotion policies at the departmental and institutional levels.

We have noted above that many faculty do not perceive that their efforts in promoting international competence for students are adequately recognized or rewarded. Many faculty who limit their involvement in international education do so to engage in other scholarly activities deemed more beneficial for tenure and promotion consideration.

Rarely do academic discipline-based departments identify an international competence as criteria for selection for new or senior level faculty positions. The message clearly given to faculty is that international competence is not related to professional development. Again we find that the basic reward structures inherent in tenure and promotion policies marginalize the international competence of faculty. International programs such as that at the University of Massachusetts, which despite severe economic constraints still manages to have a model international education program structure, cites the failure of the faculty reward structure to recognize the international activities of faculty. (8)

It is clear that faculty reward systems and policies must change to incorporate international competence as a criteria for hiring, tenure and promotion. The burden for effecting change rests in three areas. First, international education programs and offices must work closely with faculty and departmental committees to establish clear, measurable criteria which relate to international competence for faculty. Second, faculty members who serve on search and tenure and promotion committees must become strong and vocal advocates for the inclusion of international competence as criteria for upward professional mobility in professorial ranks. And, third, international organizations must begin to advocate for the specific inclusion of international competence of faculty in accrediting agencies. Most institutions become responsive to needs or issues identified by accreditation review committees.

Summary

We began this discussion with a statement of the importance of faculty involvement in international education programs. We have attempted to focus our attention on the specific role that faculty play in the enhancement of international competence for students. Additionally, we have focused on the particular faculty development needs for faculty who are involved or could be involved in the international education effort.

Clearly, faculty have a critical role to play in developing the international competence for students in two major areas. First, faculty must interface with students both inside and outside of the classroom in an instructional and advising capacity. Their input, recommendations and guidance can make a difference in the depth and scope of a student's international focus. Second, faculty often play a significant role in the development and administration of international education programs on campus.

The significant role that faculty play in international education is often impacted by the context in which they must function or the lack of faculty development initiatives and incentives for their efforts. On many campuses, although internationalism is a concept embraced by senior administrators, international education programs often remain peripheral to discipline-based academic programs and curricula. The growing concern regarding budgetary constraints and fiscal crises has further exacerbated this marginalization. In the end, faculty with international involvements and interests must function in an environment in which the need for international education is recognized but deemed too costly to achieve.

Our task as we seek to enhance the international competence of our students is a simple one. We must maintain and, where possible, increase

the number of faculty involved in international education. To accomplish this, we must seek to improve and expand the availability of faculty development support for those faculty who are currently involved in international education as well as for those faculty who have the potential to be involved but lack an international perspective to their research and teaching. American academic institutions which face budgetary constraints will continue to limit the availability of faculty development support over the next few years at least. International organizations must be ready to provide external funding and resources so that faculty have the opportunity to maintain and increase their levels of international competence.

In the past, faculty involvement in international education has been accomplished on the basis of individual faculty commitment to the aims, value and need for international competence for their students. Many faculty have made significant contributions to the development and expansion of international education programs and curricula on American campuses. Often, these faculty contributions have occurred with too little or no recognition or compensation for the extraordinary effort involved. If faculty involvement in international education is to continue and expand, more emphasis must be placed on faculty development options and reward systems which recognize the importance of international competence for students and the critical role that faculty play toward that end.

END NOTES

1. See for example *Educating for Global Competence*, CIEE, 1988; *International Competence: A Key to America's Future*, Coalition for the Advancement of Foreign Languages and International Studies (CAFLIS), 1989; and, *Internationalizing U.S. Universities: A Time for Leadership*, Washington State University Conference Report, 1990.
2. See Goodwin, C., and Nacht, M. *Abroad and Beyond: Patterns in American Overseas Education*. New York: Cambridge University Press, 1988. p. 54.
3. Ibid.
4. "Action for International Competence: Recommendations by the Association of International Education Administrators (AIEA)," Washington, D.C., June, 1988. p. 8.
5. Ibid.
6. Earl L. Backman, *Approaches to International Education*. New York: Collier Macmillan Publishers. 1984.
7. Fulbright Awards statistics are provided in categories listing Lecturing and Research awards. While the total numbers

included faculty and administrators, the Fulbright Office indicates that roughly ninety percent of all awards go to faculty. Thus, for 1990-91 total awards were 1,066; 1989-90 total awards were 1,018; 1988-89 total awards were 1,046; and 1987-88 total awards were 1,024.

8. See Barbara B. Burn and Meryelise Suffern Lamet, "The University of Massachusetts at Amherst," in Earl L. Backman. p. 67.

Chapter 4

The Internationalization of the Curriculum

MAURICE HARARI

I. Introduction

While recognizing the enormous importance of international studies at the graduate level, it is clear that the basic challenge to the internationalization of the curriculum in our colleges and universities ought to be tackled at the undergraduate level, when students need to acquire a sophisticated degree of global awareness as an integral part of their liberal arts education. Ideally, in fact, this global awareness should be imparted through the K-12 levels and deepened intellectually and experientially at the higher education level. As we set out to identify and comment primarily on the dynamics of internationalizing undergraduate education, it might be useful if a set of premises and/or convictions were put forward:

1. The internationalization of undergraduate education is not a strand which should be separated from the overall reform of higher education. In fact, as we look at the major criticisms of our undergraduate curricula, including those of our more prestigious institutions, we cannot fail to recognize that in many cases the criticism deplores amongst others the relative lack of global emphasis as well as the imbalance between Western-oriented courses and those dealing with Third World cultures and peoples.
2. Another set of criticisms has to do with the insufficient realization on the part of many teaching faculty members that limiting the teaching-learning process to the traditional approach through single disciplines is not adequate in helping students understand the major issues confronting human society, especially since these issues have become increasingly interdisciplinary in nature.
3. It is also our conviction that the international dimension can contribute enormously to the integration of the undergraduate

curriculum and thereby address effectively one of the fundamental and persistent criticisms leveled against most of our undergraduate curricula. This is not to say that the major contribution of the international dimension when properly orchestrated in the undergraduate curriculum is the answer to all the vulnerabilities of present curricula but we do maintain that without the serious commitment and implementation of an international content and ethos in undergraduate life there is no possibility of achieving a quality curriculum which can prepare students adequately for the highly interdependent and multicultural world in which they live and have to function in the future.

4. Finally but by no means least is the need to conceptualize the internationalization of undergraduate education as a "multi-faceted package" and not as a series of strands that are dealt with in isolation of each other if dealt with at all. Thus the internationalization of the content of the curriculum should not be separated from the design and implementation of study abroad programs from the involvement of international students and their rich mosaic of cultures into the classrooms from training and study/travel programs designed to provide faculty members with international experience and professional growth from the involvement of international scholars in the curricular and non-curricular life of the institution and from a multitude of other activities such as visiting resource persons, scholars, business persons, diplomats, artists, and programs conducted in cooperation with the community and which can contribute so much to the academic life and ethos of an institution This conceptualization is critical and when sufficiently recognized it is usually reflected in a more effective organizational and programmatic implementation of goals and programs in an institution.

II. The Why and The Present "Condition" of Internationalization

The rationale for the internationalization of undergraduate education must of necessity take us back to the meaning we give to "liberal education" and the "liberation of the mind." Whatever our definition might be it is clear that acquiring global awareness and an understanding of the diversity of cultures and societies on our planet has to be considered an integral part of liberal education. Since the students we now help educate will live in a highly interdependent and multicultural world it is obvious that irrespective of the narrower academic and professional skills acquired by these students they will need also to acquire a reasonable degree of knowledge and skills with respect to the interconnectedness

of peoples and societies and cross-cultural communication. In its report *Toward Education for a Global Perspective*, the National Assembly on Foreign Language and International Studies stated:

> International understanding and language proficiency have become essential in an interdependent world, where each country's survival depends on its ability to understand and cooperate with other nations. Issues of peace, economics, and global harmony hinge on the strengthening of ties among people of diverse cultures. International trade and domestic employment, energy resources and foreign markets, diplomacy and cross-cultural interactions all require greater understanding of how other people think and live. International understanding and cooperation become as pragmatic as redressing the balance-of-payments deficit, as humanitarian as dealing with global hunger and disease, as crucial as avoiding war, and as humanistic as promoting a world of fully educated women and men. (1)

It is critical to stress that when we refer to the internationalization of liberal education we are not talking about an additive but about the essentiality of that dimension in a changing world. We are talking about content as well as skills, awareness and attitudes. In a landmark report issued in 1964, the authors of *The College and World Affairs* stated:

> The central aim of liberal learning is to free and enlarge the mind and spirit of man. It helps the individual to break through the crust of preconception and customary inhibition in which he has been reared, to choose in freedom his values and goals, to liberate himself from the meanness and meagerness of mere existence...If liberal education is to meet the requirements of a new kind of world, it must undergo one of those fundamental overhauls that have kept it alive for centuries. There is need for more than adding a course here and there, more than repackaging of old courses. There must be a reformulation of purpose. The great humanistic philosophy in liberal learning must be translated into twentieth-century terms. (2)

In 1979, the President's Commission on Foreign Language and International Studies sounded an ominous warning: "The President's Commission believes that our lack of foreign language competence diminishes our capabilities in diplomacy, in foreign trade, and in citizen comprehension of the world in which we live and compete." (3) and again, "The Commission's recommendations are intended to initiate the actions required to reverse a dangerous downward drift in American foreign language and international studies competence." (4)

This report stands as a landmark because of its prestigious sponsorship but it was preceded and followed by many others that underlined again and again the imperative need to internationalize higher education. Ernest Boyer's conclusion almost a decade later is not too encouraging:

> After visiting dozens of colleges and speaking with hundreds of faculty members and students, we are forced to conclude that a dangerous parochialism pervades many higher learning institutions. While some students have a global perspective, the vast majority, although vaguely concerned, are inadequately informed about the interdependent world in which they live. They lack historical understanding and have little knowledge of significant social trends that will consequently shape their lives. (5)

The authors of *Integrity in the College Curriculum* (6) issued in 1985 under the auspices of the Association of American Colleges referred bluntly to a crisis in American education and to the decay in the college course of study. Moving beyond the identification of various elements in the crisis, the report offers many constructive suggestions as to what is needed to reverse the situation including a strong endorsement of more attention to the international and multicultural aspects of education. This most interesting report anticipated by a couple of years the story concerning the undergraduate curriculum that hit the Stanford campus with reverberations still in effect across the national scene. Under the auspices of the Council on International Education Exchange, a significant report, *Educating for Global Competence*, was issued in 1988:

> The role of the United States as a leader among nations is changing rapidly. Despite our position of international leadership for almost fifty years, we are ill-prepared for the changes in business, manufacturing, diplomacy, science and technology that have come with an intensely interdependent world. Effectiveness in such a world requires a citizenry whose knowledge is sufficiently international in scope to cope with global interdependence. (7)

Much of the literature in the field offers vivid illustrations of the tremendous involvement and interconnectedness of the U.S. in the world, in such areas as trade, banking and diplomacy. On the negative side of our preparedness, however, the following illustrations will make the point:

- ◊ The U.S. continues to be one of the only nations in the world where a student can graduate from college without ever having studied a foreign language!
- ◊ The U.S. is the only major power with no language requirement for entering its foreign service. Key posts are filled by ambassadors

who do not speak the local language and cannot read the local news!

- ◊ Forty percent of American foreign scholars cannot conduct research in the language of their specialty!
- ◊ Thirty-four states require no world history course in their high schools!
- ◊ Only three percent of American high school graduates and only five percent of our college graduates reach a meaningful proficiency in a second language, despite the fact that many of them come from bilingual homes.
- ◊ No more than five percent of our school teachers have been exposed academically to a course in the international area or professionally to another culture for the equivalent of an academic semester.

In a fairly sophisticated quantitative survey of the status of undergraduate studies at the undergraduate level, Richard Lambert identified the current condition of 'international' on U.S. campuses as one of fragmentation and disaggregation stating that "...the next stage in the development of international studies is clearly one that requires some cross-course, cross-departmental, cross-school, cross-function innovation and coordination." (8)

The schism between liberal and professional education is another area of concern to us and represents both a challenge and an opportunity in the international area. A University of Michigan report addressed incisively the integration of undergraduate liberal and professional study:

> Competent professionals are characterized by their ability to link technical knowledge with appropriate values and attitudes when making complex judgments... Since many college graduates enter professional positions directly following undergraduate study, developing students' abilities to integrate ideas from liberal and professional study should be an essential part of their education. Sadly, educators have devoted too little attention to developing this integrative ability. (9)

We are convinced, regretfully, that the major overhaul called for in these several reports, with their pleas couched in one form or another, have not been heeded, at least not sufficiently so. This is not to say that there have not been many laudable efforts and successes in American undergraduate education, but it is unfortunately clear that at a national level we remain somewhat parochial and monolingual, if not monocultural. It is still possible, for example, in many of our institutions for students to graduate without having taken a single course with international content or without having acquired a reasonable degree of

proficiency in a foreign language. Even in institutions which have such offerings as a major or minor in international studies, or courses dealing with particular countries or areas of the world, it does not necessarily follow that the international dimension is thereby diffused through the curriculum. The impact of international studies programs or area studies is quite often limited to a rather small number of students with limited repercussion on the much larger pool of students attending the institution involved.

This "condition" of undergraduate education obviously calls for vigorous leadership and commitment on the part of educational leaders and faculty to bring about a substantial and lasting institutionalization of the international content of undergraduate education.

In the last few years only the argument of economic competitiveness seems to have become an increasingly powerful one advanced by many in the business community as well as in universities, and joins the more humanistic and traditional rationale advanced for the internationalization of higher education. In a real sense, therefore, it might be suggested that the climate for internationalization of education is somewhat more favorable now than ever before, and that the constituencies in favor of it have expanded, albeit with somewhat varying motivations. This slowly developing international consciousness is welcome indeed and the professionals in the field were almost stunned to see a bill finally pass congress in December, 1991, providing $150 million for study abroad and the strengthening of international studies in U.S. universities. Despite the reservations of some that this funding was motivated in good part by the needs of our intelligence agencies, the proposed infusion of additional substantial funds in the international education area was generally welcome. No less significant was the creation of the Center for University Cooperation in Development, within the U.S. Agency for International Development, aimed at providing a promising cooperative mechanism between U.S. universities and the development needs of Third World countries. The fact that the role of this new University Center goes well beyond that of information and brokerage into grant-making is highly desirable and will undoubtedly encourage U.S. colleges and universities to develop an international development dimension in their internationalization.

III. What Does It Take To Internationalize the Curriculum and the Institution?

We have already stressed in the introductory paragraphs the need to conceptualize the internationalization of the undergraduate curriculum as a "multi-faceted package" and not as a series of strands which are dealt with in isolation of each other. We would like to emphasize that

ideally an institution should develop an overall commitment and curricular program implementation which transcend disciplines and create a distinct international ethos on campus. One way to focus organizationally on the internationalization of an existing curriculum is to examine it in various segments as well as a whole to see in what way the overall can be made more cohesive and holistic. We would suggest, for example, dealing more specifically with (a) lower division and general education, (b) upper division offerings, (c) specializations which may involve traditional and non-traditional curricula, and last, but not least, (d) ways and means of integrating the undergraduate curriculum into a holistic experience and outlook for the student.

The challenge might be posed in different ways: How to combine meaningfully, for the benefit of the student, the treatment of the heritage of Western and non-Western civilizations and cultures? How to internationalize the disciplines while simultaneously promoting the interdisciplinary approaches which are critical to understanding the important global issues facing humankind? How to ensure that every undergraduate student is exposed meaningfully to the international dimension? How to use the latter dimension to provide more into the prevalent fragmentation of the undergraduate curriculum? These are not easy questions to answer and go to the very heart of curricular content as well as pose numerous challenges with respect to the preparedness of faculty members, not to mention the various modes of teaching and interaction which might be explored.

Despite the criticisms leveled at colleges and universities with respect to the insufficient internationalization of their undergraduate education, one cannot but admire the tremendous initiatives and diversity of programs created by American institutions of higher learning, uneven as these might be. It is in the very nature of the challenge of internationalizing undergraduate education that one cannot point to or prescribe a single, two, or a standard set of courses which would "internationalize" the student! While the case can and should be made that whatever the "core curriculum" of that institution is, that core should include strong international content, this does not mean that there are not numerous possible permutations and combinations within that core and that internationalization content could not be available to students through other courses than those at the core of general education. Thus, it is understandable that American higher education has not yielded a cookie-cutter format of internationalization of the undergraduate curriculum. Imaginative curricula and programs have been developed here and there, the search for how better to do it is almost continuous, as it should be, and the changing world scene, not to speak

of the changing demographics of our society and the impact of technology on most aspects of our daily lives represent a continuous challenge to the faculty and leadership of our institutions of higher learning.

With respect to the traditional curriculum itself, the number one problem is probably not how to internationalize it as much as it has been the neglect on the part of many institutions in engaging themselves in the process of examining systematically the options before them. These options are not necessarily mutually exclusive and must be assessed to a certain degree in the context of the unique location, history, resources, and potential of the institution.

To identify briefly these options, which might be considered as vehicles to internationalization, a list of 12 follows with the understanding that each of these requires careful selection and tailoring to the needs and stage of development of the specific institutions involved:

- ◊ The infusion of disciplinary courses with international content. (This is a continuous process which needs encouragement.)
- ◊ Comparative approaches in teaching and research.
- ◊ Issue-oriented approaches and Interdisciplinary Studies.
- ◊ Area Studies and Civilizational Approaches.
- ◊ International Studies and Intercultural Studies.
- ◊ International Development Studies (Theory and Practice).
- ◊ The Role of Foreign Languages as an Integral Part of the Internationalization of Undergraduate education.
- ◊ The Internationalization of Pre-Professional Studies and Professional Schools.
- ◊ Faculty and Staff Development and Research in the International Area.
- ◊ Institutional Linkages and Global Networking of Scholars.
- ◊ The involvement of both U.S. students who have studied abroad and of international students, in the international enrichment of the curriculum and the campus.
- ◊ The involvement of students and faculty in internships, research and other opportunities in internationally-oriented business firms and other appropriate agencies at home and abroad.

Major workshops can be designed around any of the above topics or a combination thereof to supplement and assist a more fundamental goal-oriented examination of what should be done with the curriculum as a whole, in line with the mission and responsibility of the institution involved.

With respect to the lower division education curriculum, it is not often that an institution has the luxury of creating its program *de novo* within a large university. This is the case, however, of the Fifth College

at the University of California, San Diego, where such an interesting experimentation is in progress. Its somewhat ambitious two-year course "Making of the Modern World" is an interdisciplinary sequence of six courses featuring longitudinal, cross-cultural study of both Western and non-Western civilizations through the disciplines of the humanities and the social sciences. The course assists the students in looking at the sweep of humankind, from the earliest anthropological evidence to classical Greece and Rome, the great dynasties of Islam and China, the Renaissance and colonialism, and the domination of the 19th and 20th centuries by Western technology and culture. Some 20 professors from several UCSD departments pursue a conscious interdisciplinary approach for the course, using philosophy, literature, art and the media, as well as history and politics. They have also centered the course on world ideas and civilizations, rather than exclusively Western traditions.

As such, this six-quarter course attempts to cope with the contentious national debate over whether universities must put more emphasis on the study of Western civilizations so that American students understand their cultural heritage, or whether non-western cultures need more attention in today's multicultural, multiethnic, and interconnected world. That the course and its teaching requires the availability of a wide-range of competent faculty members who are interested in interdisciplinary teaching and who are international in their own orientation is clear, and so is the fact that the faculty pool on which UCSD could draw is not easily available to smaller institutions.

To organize and implement an interdisciplinary curriculum at the undergraduate level is not easy since it does create strains and stresses and since the reward system remains typically in the disciplinary departments of the several faculty involved while their "interdisciplinary adventures" are looked at by many of their colleagues with a certain degree of skepticism. The weakness, in our view, however, is not with the interdisciplinary mode, which is essential to adopt with respect to many critical issues confronting us locally and globally, but with the administration of the reward system. This is a generalization and faculty members in many far-sighted institutions have been well rewarded for initiating or agreeing to engage in interdisciplinary teaching. It should be stressed that, in our view, academic disciplines and professional training and competence in one's original academic discipline remain essential and in fact remain the bedrock of the academic enterprise. In talking about interdisciplinary studies, however, we are referring to the need of scholars to move beyond the confines of their disciplines in examining issues which are interdisciplinary in nature. As Groennings points out:

> These chapters establish very clearly that the disciplines influence one another and find one another relevant as they seek a global perspective. This finding is not consistent with the standard assumption that the disciplines are entities unto themselves, segmenting knowledge in such narrow ways as to make it difficult to gain a world view. To the contrary, they have been looking to one another for new frameworks, strategies of inquiry, and modes of explications. (10)

With respect to general education requirements, these are typically heralded by such introductions as: "General education is that part of your university program which encourages you to develop or improve such basic life skills as creativity, critical thinking, self-motivation, independence, an understanding of values, and a general philosophy by which to make decisions throughout life." As Lambert points out, the one place in the curriculum where institutions can deliver the same education to all is in the general education requirements. Some institutions do not even have such requirements and some settle for general distributive requirements which specify broad categories of courses within which the student must select. When it comes to the international dimension, however, the most common of "international studies" requirement which institutions dictate that all or some students take is the foreign language area. On the basis of his sample of 1,308 four-year institutions, he established that:

> Seventy-seven percent display some recognition of international studies in their general education requirements. Only three baccalaureate institutions actually require study abroad. Most institutions are simply too large and too diverse to adopt and enforce a requirement that all students study abroad. When there is a general requirement for all students, the most common form is a required course in which students learn about the traditional great books, great thoughts, and great epochs in a typical Western history of civilization course. Forty-seven percent of four-year institutions and thirty-three percent of two-year institutions have such a course as part of their general education requirements.
>
> ...The more common practice is to group international studies under a more general rubric, giving the student the option of taking either an internationally focused course or a course of presumably related variety. Twenty-nine percent of the four-year institutions and eleven percent of the two-year institutions have such a requirement. (11)

He concludes that the notion that every undergraduate should be exposed to international studies is lost in a sea of domestically-oriented courses and that general education as it is currently implemented in undergraduate education makes only a modest contribution to the objective of increasing student awareness of the international dimension. These findings, which are not really surprising on the basis of observation, underline the critical need to promote the internationalization of the disciplines as well as the assistance we must give our faculty in professional development terms.

At Michigan State University, an institutional plan for the 1980'S was developed by a university-wide committee which called for a more substantial infusion of the undergraduate curriculum and for the replacement of the institution's General Education requirements with a new "core curriculum" for all students where the international dimension would be one of the key elements. Incidentally, it was at this juncture too that Michigan State introduced a foreign language requirement for all students effective 1993, a development unprecedented in the institution's 134-year history!

An interesting approach is that taken by Hamilton College, which sets as one of its goals:

> Knowledge of Others: The purpose of this goal is to make students aware of the diversity of the human condition and of assumptions about social relations, power and authority, and world view connected with their own sociocultural heritage. Progress toward this goal must be made by one or more of the following: a) studying at the college level in a foreign country having a culture other than one's own, b) completing any course in African-American Studies, Asian Studies, Latin American Studies, Russian Studies, or Women's Studies; c) completing certain courses, appropriate to this goal, from other departments and programs.

Here we have an illustration of a means to ensure that all students have exposure to at least one course in the international area. This does not mean, however, that a number of faculty members do not introduce international content in their own courses outside the particular set identified above; neither does it mean that many more faculty members who might be teaching their courses with a western orientation, could not infuse these very courses with international and comparative content. It is also interesting to note that Women's Studies are lumped together with several area studies approaches!

At the University of Iowa, the general education requirements include one approved course in "Foreign Civilization and Culture" in addition to the equivalent of four semesters of a foreign language. In

March, 1990, the Chancellor of the University of Kentucky, an institution already involved in a number of international study programs, reflected the trend of increasing consciousness on the part of many universities to become more international:

> We must make our curriculum and our campus reflect the realities of a global economy. The world has changed and we must prepare our students for a different world than the one we grew up in. There are many international efforts going on at the University of Kentucky and we need to support, celebrate and enhance them. We should support exchange programs, encourage faculty to go abroad, and encourage international faculty to come here. We should welcome international students. A general policy of the Lexington campus would that no undergraduate leaves here without some kind of an international experience.

The College of Arts and Sciences at the University of Pittsburgh, an institution with already strong international commitment and programs, is currently reviewing its undergraduate program with a view to strengthening its international dimension. Valdosta State College in Georgia recently launched what it refers to as a comprehensive internationalization effort which includes about 80 of its 350 faculty members in developing a structure designed to build a broad-based international emphasis, including the internationalization of the curriculum.

This is happening in one form or another at scores of colleges and universities around the country and although the results are naturally diverse, it is not difficult to perceive certain patterns. Obviously, there is a distinct surge of interest in internationalizing undergraduate education. Although the rationales advanced in different institutions might vary there is overdue attention being given to the curriculum in many institutions but insufficient efforts devoted to faculty development in the international area. The latter is clearly essential if we wish to make a lasting impact on the internationalization of an institution and eventually achieve the ultimate goal, which is the institutionalization of the international dimension throughout the curriculum, the faculty, the student body, the staff, and as an integral part of the ethos of the institution.

One of the patterns seems to be that of requiring a foreign language or one or more international studies programs. Usually, study abroad satisfies the requirements of most institutions in the international area, if they have any such requirements at all, but study abroad in itself is almost never a requirement for obvious reasons of costs and no more than one percent of our students do in fact go abroad as an academic part of their undergraduate career. Some colleges manage to excel in the

quality and volume of programs involving their students and faculty abroad. For example, Lewis & Clark College in Oregon, as early as 1962, sent six groups of students with their faculty leaders to study in Asia, Latin America and Europe and since then its program sent some 4,500 students and over half the faculty to study in as many as sixty countries! It also boasts of having had half of its recent crop of graduating seniors study abroad with sixty percent of its programs focusing on non-Western areas of the globe. This is quite an achievement for an institution of only 2,300 students.

A number of institutions seem to be offering area studies concentrations as well as international studies concentrations (minors and majors). An increasing number of business programs are finally introducing an international business major. Lambert found that some form of international studies concentration is found in the majority of four-year institution, 55 percent in all, ranging from 84 percent in universities to 46 percent in baccalaureate colleges. It is understandable that institutions with graduate programs would find it easier to develop and implement undergraduate area studies or international studies majors and minors. Nevertheless, the fact remains that such international studies concentrations, which we believe to be very enriching to the aggregate curriculum, reach only a relatively small number of self-selected students in comparison with the total enrollment of undergraduate students in the institution concerned. Hence the imperative need to ensure that these various forms of internationalization of the curriculum, and we should be very supportive of them, do not distract us from the essential need to reach all the undergraduates through infusion of the general education curriculum, which we believe has not yet been generally met by our undergraduate institutions. Before proceeding further with a discussion of the overall internationalization of the undergraduate curriculum, it would be useful to comment briefly on the specific nature and value of area studies concentrations/minors/majors and of the so-called international studies programs (minors/majors).

When an undergraduate institution contemplates starting an area studies program, it needs to plan carefully what would be involved and if its resources would allow it to implement such a program with a relatively high degree of quality. This is mentioned because it is not infrequent to come across institutions which in their zeal to become more international decide to develop a Latin American Studies, Middle East Studies or some other geographic region program without sufficient assessment of existing and needed resources for a program of reasonable quality. The rationale for such a program is sound if its goals are not to produce area studies specialists but to use the vehicle of such a program

to provide students, in the context of liberal education, with a certain grasp of the social, cultural, economic, and political dynamics of a significant part of the world to enable them to learn about the culture and language of the area to appreciate better the interrelationships which exist between that region and the rest of the world, and in the process, to acquire a better understanding of one's own culture as well as to become somewhat more sophisticated about world affairs.

What constitutes a good area studies program and what are the optimal components of such a program are more difficult to answer because these usually depend on the competence and degree of commitment of the faculty and the institutional resources available or to be generated. We would recommend, for example, that courses in at least six disciplines be offered relating to the area in question, exclusive of language which is a must. A typical sample menu of such disciplines might be history, economics, politics, sociology, cultural anthropology, and the arts. Library and audio-visual resources should also be assessed to determine their ability to support a regional area focus. Currently, we have too many Latin American studies programs which offer Spanish but not Portuguese. Surely, if the Middle East were to be adopted as an area, at least one and preferably two of the languages of the area (e.g. Arabic, Turkish, Hebrew or Farsi) should be required of the students involved. Similarly, the opportunities for study abroad in these areas and receiving both students and visiting faculty from these areas should receive high priority in the planning. For faculty members, teaching research and consulting in these areas should be encouraged and facilitated. In short, we consider an area studies approach to be a valuable one at the undergraduate level but only if it can be implemented well and with adequate commitment and resources.

With respect to international studies majors and variations thereof, there are a multitude of these with more or less the same thrust and we will identify here as an illustration the general philosophy and components of the international studies major at California State University, Long Beach, which was itself largely inspired by the experience of Oregon State University:

> The degree is an interdisciplinary liberal arts major intended to provide serious students with a strong background in the study of international issues through the perspectives of the social sciences. Study of international relations, development issues, intercultural communication and world belief systems is combined with a concentration in a single world area. In addition, students electing this major will be expected to demonstrate third-year university level competency in a foreign language relevant to their area of

concentration, and to acquire economic literacy. They will be required to complete an international internship or foreign study experience, and to complete a senior research project related to their area and language study. This program is intended to produce graduates who will have the skills, international experience and knowledge to go on to post-baccalaureate programs in fields such as international affairs, business, law, journalism, or public administration. It is not intended as a professional major. A total of 45 units is required in that major.

A most desirable trend which we observe in the curricular development of such majors is the increasing emphasis paid to courses to be taken outside the more traditional social sciences/humanities areas, and to include, for example, courses in business as well as courses crossing the liberal arts and the professional fields.

Another curricular issue which we need to touch on and which is not usually dealt with under the heading of internationalization of the undergraduate curriculum is that of the relationship of ethnic and international studies to each other, including the place of writers and thinkers of color and of female gender in the curriculum. This type of issue has rocked the Stanford campus as well as others, and we would predict that these concerns will continue to be expressed in a variety of ways in the next decade and to have some impact on general campus life and the undergraduate curriculum. To quote Professor Mario T. Garcia:

> What we are witnessing today, certainly in the California of the 1980s, is that the condition of cultural and ethnic diversity is still very much a part of the American fabric. While certain ethnic groups, especially those of European backgrounds, feel less a need to promote their own ethnicity, even here there is a lingering sense of pride in one's ethnic background. But ethnicity in American life has never just been a European phenomena. Due to a combination of racial segregation and prejudice and in some cases continued or expanded immigration patterns plus a sustained struggle for cultural plurality, some of today's ethnic groups—Chicanos, Afro-Americans, Asian Americans, Native Americans—possess viable and relevant cultures which co-exist in a dynamic relationship with the composite of European-derived ethnic cultures. These cultures and experiences are the fundamental and most valuable part of what it means to be an American. Ethnic and cultural diversity is not un-American. It is, in fact, quintessentially American. (12)

Scholars such as Mario Garcia support the movement for the inclusion of at least one course in ethnic studies as a requirement for all undergraduates, and this is a curricular issue which, together with that

of "gender," is likely to continue to press on those responsible for curriculum development. It can be an emotional issue with political overtones, witness the commotion which followed the relatively recent publication of the "Heath Anthology of American literature" which includes an unprecedented amount of writings by minorities and which seems to have strongly offended the traditionalists who deplore the reduction of the classics and resent what they feel to be an erosion of quality.

We submit that some of the goals of international studies and of ethnic studies, the latter being often equated with multicultural education but not correctly so, have their points of convergence. Both strands, international studies and ethnic studies contribute, directly or indirectly, to the struggle against ethnocentrism. Both contribute to cultural awareness and intercultural communication skills, both deal with cultural and ethnic diversity and tolerance in dealing with that diversity, both deal to a certain extent with the quality of life in a multicultural society. Basically, however, multiculturalism focuses on domestic pluralism while internationalization focuses on the global landscape. The confluent areas of interest of these two movements are rich with enormous potential for intellectual and pedagogical collaboration but have not been sufficiently explored analytically and experientially. An intensive seminar organized recently to explore some of the aspects of this topic offered as one of its concluding recommendations that it would be unwise to think in terms of merging ethnic studies and international studies, but that rather, the focus ought to be on the points of common interest that exist in the two fields and suggested that research energies be devoted to the exploration of common points of reference and to sharing results in professional journals and other publications. (13) Indeed, both the international education and multicultural education "movements" are legitimate and should reinforce each other at several appropriate points, while avoiding passing each other by night or even what would be worse, colliding!

One academic organizational arrangement which seems to contribute to a degree of cooperation and integration is the possible merging of an academic unit primarily oriented to an ethnic studies focus with the appropriate academic unit, if any, with an international orientation pertaining to the appropriate region of the world. An illustration of such organizational mergers would be that of the Department of Asian Studies with the Department of Asian American Studies at California State University, Long Beach, which, to the extent it is successful, is sending the signal that the study of Asia and the study of the experiences of the peoples of the Asia/Pacific areas in the United States are not

entirely separate. One of the most interesting and perhaps unique experiments underway is that of Berkeley's requirement for every freshman to take a course examining how American history, society, and identity have been shaped by the nation's diverse cultural make-up. The architects of Berkeley's requirement affirm that it is not an ethnic-studies requirement, nor a mandatory course on racism or third-world cultures. Two provisions of the new requirement are distinctive: First, American cultures courses must deal with at least three of the following five groups: African-Americans, American-Indians, Asian-Americans, Chicano and Latino-Americans, and European-Americans. Second, the courses cannot examine ethnic groups in isolation from each other. They must be treated comparatively placing groups in the context of American society.

In principle, we would favor and recommend sustained efforts to universalize the disciplines as well as the overall curriculum and to guard against either band-aid additions or hasty and insufficiently thought through requirements aimed at redressing "tilts" in the curriculum. We believe also that there should be limits to glorifying an appreciation of "cultural relativism." We should not judge cultures as "right" or "wrong," but we should not imply either that we are approving of or indifferent to all manifestations of all cultures, especially when these manifestations are contradictory to fundamental principles of human dignity, freedom, and even survival. Surely, the individual teacher has the right to express his/her individual values and cultural orientation in the broader context of the materials being studied, and in fact, students are likely to ask for an indication of these personal values. This should in no way be different from the position of the teacher of American politics who happens to belong to a political party and can state his political preferences as long as he/she does it in the context of an academic presentation of what the philosophies and programs of the major political parties are. We strongly urge and support the concept of a truly universalized curriculum which could only be considered "universal" in content if it incorporated, primarily through the academic disciplines, the full heritage of human society with no bias toward this or toward that but with a commitment to balanced and reasonable inclusiveness and the true liberation of the mind in the realistic context of the highly international, interconnected multi-ethnic and multicultural society of our time. Obviously, this mandate, if accepted, has enormous implications for desired faculty competence, development and recruitment.

IV. Commitment and Consensus-Building

The primary challenge confronting the leadership, faculty and staff of colleges and universities, is to appreciate the imperative of international education so as to establish the foundation for planning curricular change and so as to generate, as necessary, the support from those agencies and individuals who make policy, senior appointments, and fund universities, public or private.

The key to change is the faculty, but the support of the administration is essential. In our view, the expectation that most of the faculty must be committed to international education is just as unrealistic as the notion that the administration must produce substantial funds to enable the faculty to internationalize the institution! We estimate that a critical mass of fifteen percent of the faculty is sufficient to carry forward the movement to internationalize an institution. If this is to be accomplished in depth, however, and to be sustained through the genuine internationalization of disciplinary and interdisciplinary curricular offerings, obviously, it would be ideal to reach and involve as close to one hundred percent of the faculty as possible. The support of the administration consists of both tangible and intangible components. The former will vary from campus to campus and is naturally dependent on resources but the latter is critical and is quite often missing in institutions which are faltering in their international educational role.

There is no substitute to a consensus-building process which must be initiated and nurtured on campus. It is this process which ideally will yield the true commitment of the faculty and the administration. A mission statement which is not the result of a careful institutional process involving the faculty and the administration is easily perceived by any qualified visiting consultant as no more than public relations verbiage. It is with similar skepticism that conscientious external donor agencies view requests for funds submitted by high level university officials whose applications are not the result of a genuine consensus-building effort of the faculty and the administration.

V. International Education Exchanges

The terminology "international education exchanges" is used broadly here and is meant to encompass the international movement of scholars and students. Exchanges should serve the broader objectives of internationalizing the teaching-learning process, content and environment and, when properly orchestrated on the home campus or abroad, they become an integral component of the internationalization of the institution. The greatly missed opportunity in international education exchanges in the last two decades or so of U.S. higher education has been

the insufficient conceptual linkage between those exchanges and the curriculum. While the case can be made that international education exchanges have intrinsic value in themselves, a much stronger case can be made for more planned exchanges aimed at reinforcing the goals and priorities of a carefully planned curriculum.

There is no doubt that with respect to study abroad, the volume of student participation needs to be substantially increased and the modalities and accessibility of the programs involved need to be strengthened. The Report of the National Task Force on Undergraduate Education Abroad, (14) which was issued in May, 1990 calls for raising the current number of students going abroad (about 62,500 or about a half percent of our total higher education student population) to about ten percent, which would mean a million and a quarter students! Whether this can be accomplished by the year 2000 as suggested remains to be seen but the direction recommended is certainly sound.

With reference to the some 400,000 international students in our midst, it is fair to say that we are far from taking advantage, in a positive sense, of their presence amongst us to enrich our own American students and the community at large. Admittedly, there are some programs here and there which do reach out to tap the rich cultural mosaic which our international students represent and we should pay tribute to the creative experimentation in Oregon State and in many colleges and universities in this regard.

The international movement of professors is another area of unfulfilled potential. We would suggest that the percentage hoped for in terms of our students going abroad, i.e. ten percent, should be applied also to our faculty members. Each institution of higher learning should aim at having ten percent or more of its faculty abroad at any time on teaching, research or long term consulting assignments. The great majority of our colleges and universities are not anywhere close to that percentage. Another way to enrich our curriculum is through the involvement on our campuses of qualified faculty members from foreign universities. Here again, we find that on the aggregate, our campuses are not taking advantage sufficiently of these opportunities. We do realize that financial, immigration and other obstacles often exist, but we also know that in many cases the absence of an adequate number of international faculty on our campuses, or of our own faculty abroad, is a result of insufficient institutional initiative and commitment to international education.

It is interesting to note how much the mobility of students and professors across national boundaries in Europe has been enhanced in very recent years through a variety of organized programs such as Erasmus. There are lessons to be learned from these cooperative

developments and opportunities and some form of U.S. cooperative involvement or separately organized initiatives need to be creatively pursued.

It is also interesting to note that the tremendous political changes in East European countries and those which have emerged from the disintegration of the Soviet Union, have created great opportunities for U.S. colleges and universities to cooperate in a variety of ways with the European institutions involved. It would be invaluable for our students, indeed for our faculty, to have qualified professors from these European universities conduct classes, seminars, and give lectures in our midst. Similarly, it would be a most enriching experience for our students and faculty members to study and conduct research in the midst of the truly historical and changing face of Europe today.

VI. Organization and Leadership

Irrespective of the size, location or resources of a campus, it is clear that the institution needs to have a locus of responsibility and leadership for its international activities. It ranges all the way from a very small size institution where the President or the Dean might wish to play personally that role with the part time or full time assistance of a faculty or staff member, all the way to a large institution with its panoply of international services and contracts and its larger staff. In all cases, however, the commitment, tangible and otherwise, of the top leadership will play a critical role in promoting the desired institutional change. Equally so for the creative leadership to be provided by the faculty which is clearly the key to change in the undergraduate curriculum.

The critical role of a "Center for International Education," of an "Office of International Programs," or whatever that unit might be called, is to serve as a catalyst for institutional change in favor of internationalizing the total institution, especially with respect to its undergraduate education, international linkages with other countries, the stimulation of the internationalization of the curriculum, the implementation of quality services to international students coming to campus, the encouragement of study abroad, the generation of funding and of opportunities for faculty development in the international area. It must strive to provide leadership from the side while providing an endless diversity of routine administrative services which are most visible at the center. It must work very closely as an integral part of the faculty with respect to the curriculum while being of direct service to the various departments and academic units, as well as to individual faculty members and students to help them fulfill their professional objectives. It must be truly service-oriented and non-turf seeking while striving to create more order and program quality in the myriad of activities and

programs which can be promoted by that bustling organism largely populated by very fine idealists and strong individualists called the university community. It must accent planning as well as innovation, it must be entrepreneurial and generate funds without compromising quality or ethical considerations. The case for a responsible and vigorous center for international education administration and leadership on campus has been amply tested through experience and strongly endorsed by a number of reports and guidelines, including those of the Association of International Education Administrators.

The leadership role of the senior administrators, especially the President and the Provost/Vice President for Academic Affairs, is critical. This role can be partly exercised through the various signals which these individuals are in a position to send regarding priorities. Examples range all the way from their mere presence at international education events, to the allocation of resources in the instructional and non-instructional areas in support of the internationalization of the institution. Of special importance would be the support of faculty development opportunities including recognition of teaching and research abroad as an asset and not a liability with respect to reward and promotion.

It is obvious that leadership is essential to effect institutional change. The process calls for vision and inspiration. The notion that the curriculum and curricular change are entirely the prerogative of faculty members might be technically correct, but it is also something of a myth if we are concerned with the continuous growth of a dynamic institution strongly committed to serving the needs of students in line with the changing and critical needs of society, local and global. Faculty members are supposed to create and teach curricula but it is unreasonable to expect them to be able to scan the future needs of society though the narrower groove of their respective disciplines and to decide consequently how the overall curriculum should be refined or developed. They need assistance. It is indeed the responsibility of educational leaders, be they Presidents, Chancellors, Provosts, Vice Presidents for Academic Affairs, Deans or Chairs, to exert gentle leadership and guidance in helping, directly and through consultants, conferences and workshops, interpret future societal needs to the teaching faculty, in enlisting their understanding, their support, their rededication to refining their courses and creating new ones, and through this stimulation and consensus-building process, provide the "vision" and "leadership" which higher education needs collectively as well as institutionally. Such leadership and vision is especially critical at this juncture in the history of U.S. higher education since it is clear that institutions of higher learning need to attempt to relate more significantly and fairly rapidly to the changing demographics

of the community-at-large and societal needs, defined both in a local as well as a global context. The identification of these future needs calls for increasing partnerships between institutions of higher learning and the community-another reason for the unique role to be played by the President and his senior colleagues. It is obvious that for the institution to establish a clear sense of mission and to maximize its service in the pursuit of consequent goals, it must have the benefit of the vision and a certain degree of orchestration and support from its top leadership—a leadership which is not confined to the President alone but which needs to be exercised by the many individuals in a university who occupy senior leadership positions.

While we re-emphasize our conviction that the key to change in the curriculum is, in the last analysis, in the hands of the faculty, we are equally convinced on the basis of visits to dozens of campuses of all types over the years plus some familiarity with the existing literature and its case studies, that the leadership of universities can be critical—in setting a tone, in orchestrating the consensus-building process, in shaping and refining institutional priorities, and of course, in allocating resources and exerting efforts to generate additional support to reinforce the pursuit of specific goals and programs. Ideally, the leader of an institution might even be able to play a charismatic role in the promotion of quality education. It is interesting to note that those leaders who have succeeded in promoting a high level of institutional quality usually displayed also and implemented a strong commitment to the international dimension of their institution.

VII. Faculty Development

In view of what needs to be accomplished, therefore, in internationalizing undergraduate education, it is clear that faculty development will need to play a major role. Our review of existing practices amongst a number of colleges and universities show that the more an institution is committed to fostering the international dimension the more it is likely to promote a variety of opportunities and incentives for the benefit of its faculty. The normal pattern is to encourage service abroad by the faculty as an integral form of faculty development or to grant selected faculty members release time to prepare a new international course. Other incentives might be provided through grants for travel abroad for the purpose of research or attending seminars and conferences. Other means yet are those of granting financial awards to faculty members who propose to internationalize their existing courses or who propose new international courses in their offerings. Successful faculty members can become ideal "change agents" in sharing their experience in

internationalizing their discipline with their colleagues in the same discipline.

California State University, Long Beach, experimented successfully with several of these methods in the last few years, also promoting in the process interdisciplinary international courses which cut across colleges, not only departments. Pennsylvania State University reports:

> First, we have a modest incentive fund in our office which helps us support faculty members international initiatives by allowing them to explore a project and by supporting their international travel on a shared basis with their academic unit. Second, we are trying to have faculty members international activities recognized in the Promotion and Tenure Process.

The University of North Carolina at Charlotte provides through its Center for International Studies modest international travel grants to tenure-track faculty for a total of $10,000 to $12,000 per year. Southern Illinois University at Carbondale reports that its "International Programs and Services budget has allowed for the support of faculty and staff travel to the tune of approximately $12,000 for the fiscal year." At the University of Minnesota, the Office of International Education organized the creation of the "College International Education Officers" nominated by the several deans, and whose action agenda includes "eliminating penalties the tenure system exacts on international activities."

Lewis & Clark reports that its faculty incentive program consists largely in sending a faculty member with every group of its students going abroad, and since the institution has a very strong emphasis on study abroad, almost every department has one or more professors that have led programs abroad. Kalamazoo College in Michigan provides some course development stipends in the international area, as well as a limited number of 'foreign study' grants for purpose of travel and research during off-quarters. Colorado State University has adopted as its official policy in its academic faculty manual the following guidelines strongly reinforced by a communication from the Provost:

> The University encourages its faculty to accept off-campus assignments which are not part of normal university duties but which are part of the institution's international mission or are of national, state, or institutional interest, as long as these do not conflict with the mission of the faculty member's departments.

Similarly to the point we made in terms of encouraging the international movement of faculty, it should be stressed here that the role of the leadership is critical in signaling that engaging in these activities, i.e. the internationalization of courses or teaching and research abroad, is looked

upon quite favorably and will not handicap individuals in terms of recognition, promotion and tenure. Sometimes the President and Provost of an institution may give those signals but faculty members sometimes sense some might be the reason, on the part of their individual chair or dean. These signals and encouragements, therefore, should be made to extend down from the top leadership as much as possible. The recruitment of new faculty and administrators is another means of contributing to overall faculty development and inducing broader and deeper involvement in the international area. By deliberately giving preference to candidates with international experience and commitment, provided all other criteria for the position are met, the institution could go a long way toward internationalizing itself and stimulating other faculty members to make the necessary efforts to internationalize their courses.

VIII. Creating an International Ethos on Campus

Having many international students on a campus does not make that institution international. Having some courses on Asia, Latin America, Africa, or Europe in the curriculum is certainly helpful but does not do so either, at least sufficiently. What does make it truly international is a composite of conditions. It is a faculty with an international commitment and which is striving to internationalize its course offerings. It is the presence of an obvious institution-wide positive attitude toward understanding better other cultures and societies and learning more about the political and economic interconnectedness of humankind, a genuine interest in interacting with representatives of other cultures and societies, a genuine desire to understand the major issues confronting the human and ecological survival of planet earth and to learn how to cooperate with others across national and cultural boundaries in seeking solutions to world problems, irrespective of one's own career, profession or station in life. Where such a positive international awareness and commitment exist, they inevitably translate themselves gradually into the curriculum and the institutional ethos.

In institutions where the faculty and the administration are moving dynamically to internationalize the curriculum and the institution, international students and scholars usually feel very welcome and the interaction between them and American students and faculty is thriving. Where these efforts to internationalize an institution are weak or absent, the trend seems to be for international students to feel somewhat isolated and to imagine that the faculty members in general and especially American students, do not really care about their presence.

In short, what creates a genuine international ethos on campus relates in part to the curriculum and calls for the sustained attention of the

faculty to the truly international content of their disciplines in particular, and the curriculum in general. This needs to be combined with another non-curricular part, namely the sustained personal 'human concern' of faculty and staff for students of all nationalities and ethnic backgrounds and the sustained and genuine efforts of the faculty and staff to create and promote continuous opportunities for international and American students and scholars to address world and intercultural issues and to interact intellectually, socially and culturally with each other in an atmosphere of mutual appreciation and respect.

IX. Integrated Programming/Strategic Planning

It is highly recommended that a higher education institution plan the development and implementation of its international mission in an integrated fashion. In the first instance, it is critical that whatever is possible be done to ensure that the international dimension be identified as an integral part of the mission of the institution and endorsed as one of its five or six priorities. It is highly advisable that this be developed as the product of a consensus-building process resulting in the commitment and support of a critical mass of the faculty and several key administrators. Integrated programming and strategic planning are essential. On most medium to large scale campuses where there are several fragmented international-type efforts (curricular, exchanges, community projects, international linkages and development projects overseas), their lack of mutual strengthening represents an obvious relative loss of opportunities, if not resources. Whether on the home campus or in its overseas programs, the gap between the professional schools and the liberal arts division of a university remains disastrously wide and needs to be narrowed for the sake of all alike institutions, professors, students, researchers, consultants, be they American or not.

Another concern which the institutional leadership needs to be sensitive to and monitor is the desirability of having the institution look at international activities through an "ethical lens". It is certainly obvious that in the curriculum in particular, values and ethical considerations need to permeate the traditional offerings of courses, irrespective of the discipline involved. Equally so, in conducting cooperative and international development programs overseas or at home, the institutional leadership needs to monitor the quality of those activities and to ensure that they relate sufficiently to the mission of the institution and are not solely motivated by the desire to make a profit. In the primary pursuit of financial income some institutional units in a university, especially continuing education units, occasionally tend to overlook acceptable standards of quality in their programmatic content and implementation and are consequently resented by the faculty because the latter is not

informed, consulted and involved, not to speak of the resentment of the international party involved. Integrated programming and strategic planning in internationalizing the curriculum implies the scanning of trends and future needs and promise the maximum impact at minimal cost in fulfillment of the international mission of the institution. Most importantly, they promise serious progress toward the institutionalization of the international dimension in the institution as a whole, including its undergraduate enterprise, as opposed to the ebbs and flows of interest and initiatives which seem to be the characteristic mode in so many of our colleges and universities.

At the graduate level, for example, it is increasingly difficult to maintain a quality program in area studies largely because of the shrinking financial support for these programs. Thus, the number of quality graduate programs in Russian studies, Middle Eastern Studies, African Studies, East Asian and South Asian Studies, Latin American Studies, and others, have been diminishing in the last decade, especially as the era of major funding by the likes of the giant Ford Foundation has all but disappeared. This is not to minimize the substantial contributions made over the years by the U.S. Department of Education and other parties. At the undergraduate level, if an area studies approach is desired, difficult choices have to be made, as mentioned earlier, to ensure quality, disciplinary coverage, including several area languages and interdisciplinary courses, plus critical library and audio-visual support. Hard choices also have to be made at the undergraduate level to ensure the diffusion of the international dimension at the general education level as well as to make valuable and attractive international content permeate the upper division levels. As long as resources are limited and this condition is probably the permanent fate of higher education, both macro-strategic planning and micro-strategic planning will have to be engaged in and strategies selected for maximum impact. (15)

X. Conclusion

In the preceding pages we have attempted to sketch the rationale for and the status of internationalization of undergraduate education to indicate national trends, identify important issues, studies and reports and to examine various ways and means of internationalizing the curriculum and the institution. By way of concluding remarks we would like to go back to our introductory comments and emphasize our conviction that the internationalization of education, particularly undergraduate education, is not a strand which should be separated from the overall reform of higher education, that we need to encourage the internationalization of individual disciplines as well as interdisciplinary approaches to the major issues confronting human society, that the

international dimension can contribute enormously to the integration of the undergraduate curriculum, and last but not least, that we need to conceptualize the internationalization of the undergraduate curriculum as a "multi-faceted" package and not as a series of strands which are dealt with in isolation of each other. That is why it was obviously necessary to touch on several aspects of the higher education culture and dynamics which impact the internationalization of the curriculum.

With respect to this last point we would argue further that the international dimension lends itself beautifully to mitigating several of the curricular weaknesses which are frequently identified in our undergraduate curricula. Amongst the values of integrating seriously the international dimension in the content of undergraduate education must be counted the fact that it assists in crossing not only cultures and nation-states, but in addressing ethical and futuristic issues, as well as in helping students realize the limitations of individual disciplines in coping with the broad issues confronting humankind. It is critical that the interdisciplinary process of teaching/learning and research be assisted by an increasing number of broad-gauged faculty members who are well anchored in their own disciplines and methodology but who are also keen on joining their students in a serious search for the cohesiveness and interconnectedness of the liberal education menu. It should not be left to individual students to make the connections after being exposed to a series of disciplinary approaches in different subject areas by different faculty members. Integrative seminars, team-teaching, interdisciplinary treatments, the pairing of courses, are all devices which can serve well the reform of the undergraduate curriculum, and the international dimension appears to be a most ideal vehicle to do so.

In summary, we need to recognize that there is no substitute for the development and implementation of the commitment of individual institutions to the internationalization of their curricula. It needs to be orchestrated and requires strong leadership as well as committed and competent faculty. Despite the criticisms leveled at the national level about the lagging status of our internationalization, we cannot but have admiration for the creativity and achievements of several dozens of our institutions and thousands of our faculty members in higher education today who are functioning as agents of change and who are providing critical leadership in the international area.

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Chapter 5

Education Abroad and International Exchange

MARIAN AITCHES AND THOMAS HOEMEKE

As Richard F. Reiff has pointed out, the present challenge for international educators is "to make the right choices that will guide us to the year 2000." (1) This situation is especially true for those who are responsible for developing overseas study opportunities and international exchanges on college and university campuses. Many, if not most international education administrators have inherited a muddle of unrelated international initiatives which are often the result of individual interests as opposed to being part of a larger, coherent plan of action. The job, then, is to give these programs direction and coherence, to make them an integral part of what the institution does. This involves making choices. Fortunately or unfortunately, as the case may be, these choices are often not the first choices of the administrator. The purpose of this chapter is to suggest some strategies which might guide international administrators and educators to make the right choices regarding overseas study and international exchanges. (2)

A Step-by-Step Approach

There are certain steps which should be taken to ensure that the right choices are made about which overseas study opportunities are to be developed and how they are to be developed. There is, of course, an ideal chronology to be followed in these steps. This chapter will outline the steps in the ideal order. However, since the international initiatives of institutions have most often grown rather haphazardly at different rates and in different directions, it is clear that most institutions will already have programs in place without having taken important preliminary steps. Practically speaking, some backtracking and filling in

of blank spaces is necessary in any approach to overseas study and international exchanges.

I. Integration of International Programs into Institutional Goals and Activities

- **Institutional Policy Statement**

It seems logically obvious, though in practice quite unusual, that the first, fundamental step is to encourage and assist the highest levels of institutional administration to formulate a policy statement which clearly sets forth the international mission and goals of the institution. Such a policy statement should, in writing, specifically relate overseas study programs and international exchanges to these goals. This statement should appear in all materials associated with international study programs. The policy statement supporting international study programs as part of what the institution does should also be disseminated to all deans, department chairs, faculty advisors, and any others involved in making decisions regarding students' academic programs.

Such a policy statement should be specific. Especially in stringent economic times, funds to support international study development are limited. Thus, tough decisions must be made regarding program types and geographic concentrations. A plan of action should clearly outline the institution's priorities in developing study abroad programs.

As the report of the National Task Force on Undergraduate Education Abroad points out, "the lack of institutional commitment to a strong international dimension in undergraduate education is a serious impediment." Without "a determination to adjust and tune undergraduate learning to the multicultural and global realities of the decade ahead," neither students nor faculty will receive the necessary institutional support to study and/or teach abroad. (3)

- **Integration into the Curriculum**

Once an institution has made a commitment to foreign study programs and international exchanges as a component of its mission and goals, the next step is to develop programs that are integral to the curriculum and to bring extant programs into a process of curricular review and development. Increased participation in study abroad programs is more likely to occur where students see study abroad as a basic option within the course of study for their major. As long as study abroad programs appear to be something extra, only those relatively few students who have the time and money for such a "luxury" will be encouraged to participate. Furthermore, when study abroad or exchange opportunities are not part of the academic culture, students frequently find out about them by chance, often too late to fit them into their degree plans.

As important as an institutional commitment is, that promise very

often does not translate into action at the college or departmental level—the level where typically the real curricular action takes place. Department and college curriculum committees, department chairs, and faculty committees are the primary decision makers in this domain. These groups and individuals determine which curricular options and programs will be supported, will appear in the catalog, will become part of brochures for prospective students. It is at this level where integration—especially of foreign study and exchange options—comes into practice. It is here where the international education administrator must be an effective catalyst and change agent and where institutional policy must be most supportive.

A mandate from the highest levels is more likely to result in cooperation at faculty and department levels when that charge is accompanied by support for the college or department decision processes. Backing up the commitment means support for program planning, execution, and review as well as funding and personnel.

- **Establishment of Planning and Review Procedures**

Integration will not be immediate. A long-term commitment to overseas study and international exchange requires a long-term planning process. Vastly extended lead times are essential for effective international programming. An essential part of this process is the establishment of review and evaluation procedures for overseas study and international exchanges. Institutions must conduct periodic reviews of each study abroad and exchange program. Evaluations should be made by faculty, administrators, and student participants. The criteria for establishing exchange programs with cooperating institutions overseas should be developed by the administration, faculty, and staff. The criteria should provide for appropriate academic, financial, and administrative review prior to the signing of exchange agreements.

These procedures will vary from institution to institution, but in all cases prospective and existing programs should be reviewed and evaluated in terms of the extent to which they help accomplish the international mission of the institution.

International educators have the responsibility to assist in the establishment of these procedures, or if necessary, initiate workable planning and review procedures. Administrators must be available to the faculty and academic units as knowledgeable consultants. They must be prepared to suggest ways that international study can be a meaningful part of the curricula, to offer expert advice on the planning of study abroad programs and the execution of exchange agreements, and to guide the review and evaluation of proposed and existing programs.

• **Dedication of Personnel and Funds to Study Abroad**

While faculty committees and academic departments must be the loci of curricular decisions regarding overseas study and exchange, few such organizations are equipped to manage all the ancillary activities necessary for effective and efficient conduct of such programs. It is virtually impossible to do a first-rate job of coordinating out-of-country study efforts campus-wide without an administrative unit specifically charged with assisting academic departments in the development and administration of such programs.

Furthermore, institutions which promote, conduct, or co-sponsor study abroad programs have an obligation to provide information and advising services regarding study abroad opportunities to all students. It is difficult if not impossible to do this without a specific office dedicated to study abroad. Such an office should be directed by a knowledgeable professional with an adequate support staff. Facilities should ideally include space for advising as well as for an information library.

Another important consideration is the use of appropriate technology whenever feasible to support international activities, especially those which routinely call for frequent international communications. A centralized office dedicated to administering study abroad and international exchange programs can realize economic and time efficiencies with the use of such technologies as facsimile (FAX) capabilities and Bitnet and Internet access. In terms of disseminating information to students on campus, these offices should not overlook the efficiencies of computer reference and search capabilities, the software for which is available from a number of professional organizations.

• **Role of the International Education Administrator in Integration**

Implied in all the above is an extremely important role to be played by international education administrators. Planning, scheduling, evaluation, publicity and communications all become part of the job of international education and study abroad professionals and staff. All this is ideally done in partnership with academic units and is part of the design of a study abroad office. The unique role that is so very important, however, is that of leadership. All the verbal support, and even funding, that might come from campus-level administrators cannot ensure effective programming at the operational level. Study abroad and exchange programming demands that an inordinate number of decisions be made—decisions regarding goals, program types, locations, academic credits, advising systems, budgets, and the innumerable other facets of these endeavors. Goodwin and Nacht describe a "plethora of goals — a paucity of instruments" and the need to balance goals and programs. (4) It is the administrator's special role to lead the campus to an appropriate

balance of programs and a proper range of student and faculty opportunities. That is, the international education leadership must guide the campus to make correct decisions and choices.

II. Making Study Abroad Programs More Creditable

In a world which is now commonly referred to as a "global village," traditionally limited study abroad programming is no longer defensible. Offering only programs in Great Britain and Western Europe, and programs, the costs of which realistically limit participation to upper middle class students, will no longer win the enthusiasm or support of administration, faculty, nor students. Ways must be found to broaden the range of programs offered—geographical and financial—as well as the base of student participation in study abroad programs.

- **Developing Geographical Diversity**

Creating study abroad opportunities which are geographically more diverse is relatively simple. Ideally the institutional policy statement regarding international mission and goals should reflect a serious consideration of this aspect. The institution should direct international efforts toward as many areas of the globe as feasible and as appropriate for the institution's goals. While most programs will likely continue to concentrate on Western Europe, other world regions must never be eliminated from consideration. Such development will, of course, be limited to the extent to which the various academic units are involved in regions outside of Western Europe. Where faculty and departments do have these interests, they must be encouraged to think in terms of student opportunities for exchange and overseas study. An effective integration of curricular offerings and study abroad programming is nowhere more important.

- **Broadening Student Participation**

Expanding education abroad for all students "requires more than mere linear increases in what now exists." (5) Increasing diversity is necessary. Study abroad students have traditionally come from white, affluent families. Despite increases in minority enrollment in institutions of higher education, minority participation in overseas study programs has increased very little. As stated in the Report of the NAFSA National Task Force on Undergraduate Education Abroad, "recruiting the underrepresented minorities, especially Blacks and Hispanics, to study abroad calls for special measures, not least of which may be special funding." (6)

The task, then, is to establish a mechanism for increasing access to and broadening participation in study abroad. This requires a two-pronged approach. First, closer contacts must be made with minority recruitment and retention staff, with leaders of minority organizations

on campus, and with minority faculty and staff, especially those who have themselves benefitted from study abroad experiences. These people must be persuaded to assist in the recruitment of minority students for study abroad opportunities. Although financial restraints are perhaps the biggest reason why minority participation has not increased, there are also cultural and social barriers which need to be addressed.

III. Locating Funding Sources

Clearly, it is not enough just to get the word out to a more diverse student population about the value of international experience. The second part of this two-pronged approach is to discover ways to help more students afford a study abroad experience.

- **Developing Internal Funding Sources**

In seemingly unending times of extremely tight budgets in a threatening economy, most administrators naturally feel discouraged about efforts to raise funds from the usual sources or to secure financial support from institutions for study abroad programs. However, there are other possible internal funding sources. For instance, once a school or a department has made a commitment to a specific program or range of programs, it might be willing to designate a scholarship fund which would be used to support the international experience of its majors: for example, an annual Business Student International Experience Scholarship.

Another creative funding option is one initiated by a student organization at the University of Texas at Austin. In 1987, in a campus-wide referendum sponsored by the Texas Student Exchange, students at the University of Texas voted by a two-to-one majority to raise their semester fees by $1 to create a financial aid fund for international education programs. In 1990, the Texas Legislature encouraged the development of international education by empowering the governing boards of all state institutions of higher education to charge and collect from students a fee of $1 per semester registration to be deposited in an institutional international education financial aid fund. This Act went into effect with the fall semester of 1991. Several state universities have already approved the creation of this fund. This model might well be workable in other states.

The study abroad administrator, especially in the role of assisting departmental colleagues, must always remember that program planning frequently involves serious economic choices. Choosing one option can mean giving up something else—a fact that applies to student choices as well as departments. Goodwin and Nacht state that "those who call for more study abroad to be added to a degree program must be prepared

for something else to be removed." (7) This fact makes the case for integration more complex, increases the necessity for high level support, and puts additional pressure on administrators charged with facilitating study abroad and exchange.

- **Offering More Cost-Effective Programs**

An alternative to locating funding sources is offering international options which are less costly. The most accessible programs are those for which the student registers at the home campus. This means that any financial aid for which the student qualifies can be applied to the cost of the study abroad experience. In fact, mutually beneficial relationships with financial aid officers often result in ways to increase the amount of aid based on the increased costs of travelling and living abroad. Working relationships with other key offices also can result in further support (see, for example, the discussion in *Financial Aid for Study Abroad*. (8) Since financial aid recipients typically include more minority and non-traditional students, study abroad programs to which financial aid can be applied are more likely to attract a diverse student population.

A common example of this type of program is an exchange program where one student is simply swapped for a student at the partner institution without requiring any extra fees. Since the U.S. student is registering at her/his home campus, financial aid would be applied just as though the student were to remain on campus. Another way is to encourage a particular academic unit to agree in advance to allow a student to register on campus for credits which she/he will actually earn at a site abroad. For example, a Foreign Language Department might decide that, although it lacks the funding and/or staff to administer a study program in Mexico, it does want to encourage students to have a language experience in a native environment. The academic unit would identify a specific program in Mexico as being good enough to grant students academic credits. The student would register for the agreed number of hours on campus, attend courses in Mexico and have grade reports sent to the contact at the U.S. institution, and receive transcript credit at the home institution.

Other less costly options might include short-term programs which would not take students away from employment for such a long period. This is important, because the "opportunity cost" of most longer study abroad programs is great for the many students who typically work at least half-time.

- **Diversification of Program Types**

Development of more short-term programs is only one example of the need for more diverse program types. There are other, less-structured, international experiences which are also valuable. For example,

students could be given academic credit for work experiences abroad. Although undergraduate student interest in working abroad is now much greater than participation in study abroad programs, very little institutional support for such experience has been forthcoming. (9) There is a great need for administration and faculty to work together to find ways to make overseas work count in students' degree plans.

Students need to be informed of the many overseas employment opportunities available through CIEE and various other organizations. Other models such as teaching assistantships and volunteer activities should also be considered.

In fact, the number and types of overseas study programs are quite surprising. An extensive ACE study reported by Richard Lambert found a "remarkable number, variety, and geographic spread of study abroad programs created by American colleges and universities." (10) The opportunities for diversification of types of programs are really unlimited.

- **Consortial Arrangements**

Another increasingly popular and highly effective way of coping with funding shortfalls is the development of consortiums which contribute students, faculty, and in other ways share the cost of administering study abroad programs. This kind of arrangement does not necessarily result in savings to students, but it certainly provides opportunities for students at institutions which might otherwise feel unable to organize study abroad programs on their own.

IV. Forging Community Relationships

The task of international educators is not only to create and nourish global awareness in the student body. It is also necessary to reach out into local communities to encourage international education among business and education leaders.

- **Partnerships with the Business Community**

The value of establishing partnerships between the institution and the business community is inestimable. Obviously, members of the business community are a possible funding source. Even more significantly perhaps, the business community now, more than ever before, needs a pool of applicants with international savvy. For this reason, business leaders and universities must join in a partnership. Businesses may be able to provide internship opportunities, either for U.S. students at one of their overseas locations, or for incoming exchange students from other countries. The institution offers bright, enthusiastic student employees who may well be prospective permanent employees.

- **Partnerships with the K-12 Sector**

One of the reasons why there is a relatively small number of

students who include an international component in their curriculum is that most students graduate from high school without having added an international dimension to their thinking. They have learned little about the rest of the world and have certainly never been actively encouraged to consider study abroad as part of what they will do during the time they spend in an institution of higher learning. So it seems very much worth the time required to promote partnerships with the K-12 sector. First, universities' international education offices have a great deal to offer teachers who are already overburdened. The institution can provide international students as well as returned study abroad participants as guest speakers. Such an arrangement not only gives college-level students the chance to talk about home or about their international experiences, but it also introduces to K-12 students the idea of studying in another country. High school students who have met and listened to U.S. students who have studied or worked overseas are more likely to think of an international experience as something they might realistically plan to do.

Conclusion

Preparing for the international dimension in higher education requires "an institution-wide ambiance or ethos which supports the international activity." As Guyon and Klasek point out, crossing boundaries of the normal academic villages requires an "institutional understanding of importance." (11) Increasing institutional awareness of the importance of international study programs is the key to creating an ambiance in which decision-making personnel are charged with developing study abroad programs which are connected to the home campus curricula. In an institutional environment with a global mindset, available funds are allocated in a proportion which suggests that overseas study programs and international exchanges are indeed a priority and an integral part of what the institution does.

It may be far past the symbolic target year of 2000 before these goals are realized. Nevertheless, professional international educators must persist in acting as catalysts for change. They must continue to provide leadership in the effort to break down the barriers set up by provincialism. If this is done "with a thorough knowledge of and sensitivity to the institution's governance structure," (12) they are likely to achieve a greater measure of success. More significantly, institutions must participate in reaching the goal shared by all—the internationalization of education in the United States.

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Chapter 6

International Education: Public Service and Outreach

MARY ANNE FLOURNOY

The Guidelines for International Education at U.S. Colleges and Universities of the Association of International Administrators (AIEA) state that "Cooperation with the community and region should highlight the international resources of the institution. Public service programs and activities with an international content contribute to building a globally literate constituency which forms the support base for international education." (1)

Public service has tremendous untapped potential to aid universities in their quest to internationalize the curriculum and to build constituencies for international education among the public at large. Especially in times of fiscal restraint and growing mistrust of higher education, the opportunity to bring the world to the community provides a low cost way for institutions of higher education to demonstrate the value of their international resources. Outreach also offers an ideal setting in which institutions of higher education can learn from their constituents.

Public Service has always been a part of major federal initiatives in international education such as the U.S. Department of Education's Title VI and the Agency for International Development's "development education" efforts to build constituencies for foreign assistance. Public service is a part of the mission of all land grant and public institutions institutions. It is rare, however, that the university's public service mission is seen as a way to reinforce its mission to internationalize the curriculum. The national study of the internationalization of U.S. universities conducted by Washington State University in 1990 found that "providing international information, education, and services to

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university clientele, was viewed as a low priority with limited activities ongoing. Public service appears to have had minimal impact on the internationalization of most universities." (2)

The Washington State study found, nonetheless, that some of its 182 respondents did address the rationale for internationalization in terms of the university's external clientele. This rationale was couched mostly in terms of enhanced economic development, contribution to the solution of societal problems, and enhanced quality of higher education and "through this, quality of K-12 and other education systems." The most frequently cited external clienteles were private business, K-12 education and public sector organizations. (3)

Study respondents noted several desirable components of public service:

1. Hosting of trade delegations, foreign visitors, and international experts to gain international exposure and information exchange;
2. Increased demand by the public for international information and involvement;
3. Public political and financial support of the further internationalization of the U.S. and its educational programs;
4. High levels of interaction occurring between university, private sector, state public sector organizations, national public sector organizations, and others vis-a-vis international-related needs, issues, and opportunities. (4)

The AIEA *Guidelines* specify public service as one of the six major components of the international dimension of a college or university. AIEA deems it essential that public service be included

> as part of the international mission and goals of the institution, which establish priorities and guide resource allocation. Goal setting should involve both the university and community/region counterparts, and mutual benefits should be clearly identified. The rationale for public service should be integrated with the mission statement and long-term planning documents. (5)

How does an institution of higher education mount a successful effort in public service as an essential component of international education?

The AIEA *Guidelines* list five components of an international public service initiative: integration of public service into the international goals and mission of the institution, identification of specific constituencies with which the institution can most successfully interact, assessment of the international education resources which can be made available to the community, establishing of a rewards system for involvement in public service and periodic evaluation of results. (6)

There are any number of successful outreach efforts currently being mounted by U.S. colleges and universities. Following is a case study of the approach taken by Ohio University, a mid-sized public institution with a strong commitment to international education. The author has been intimately involved with this initiative over the past 10 years. After a look at Ohio University, a sample of international public service programs at other colleges and universities will be noted.

- **Ohio University: A Case Study (7)**

The Ohio Valley International Council (OVIC) is the international community outreach arm of Ohio University, which is housed in the Center for International Studies. The Center for International Studies, headed by the Vice Provost for International Programs, is the general coordinating unit for international activities at the university as well as an academic unit housing interdisciplinary bachelor's and master's area studies and global studies programs. These academic programs contribute to the mission of OVIC and OVIC's partnerships in the service region of Ohio University inform its academic programs. Through OVIC, for example, the five regional campuses of Ohio University are integrated into the university's international mission. Although OVIC is the official international public service arm of Ohio University, it is, by no means, the only locus of such activities on the campus. As the case study will demonstrate, it is the forming of partnerships for specific purposes that characterizes international public service at Ohio University.

- **OVIC Mission**

OVIC was written into the mission statements of the university from its inception. International studies staff participation in the university's long-term planning process made it possible to "plant" the logic and *raison d'etre* of OVIC into key documents. At Ohio University these planning documents lead directly to resource allocation.

OVIC was formed in 1983 under the mandate of Ohio University President Charles J. Ping to share the international resources of the University with public schools, community organizations and businesses in the region. (8) OVIC has targeted these three constituencies plus the regional campuses of Ohio University for its public service initiatives.

- **OVIC Administrative Structure**

OVIC is organized through a series of advisory committees in each of the six communities in which Ohio University has a campus. These advisory committees consist of faculty, staff, international students, community members, local media personnel, public school teachers, and other interested persons such as a representative from the public library. Even though these regional advisory committees vary in their level of

activity and the nature of projects they undertake, they form the nucleus for planning and promotion in each of their communities. Basic financial and secretarial support for OVIC activities is provided by the university's Center for International Studies. OVIC's director is also Associate Director of the Center. Two full-time graduate associates assist with administrative duties. OVIC also receives program funds from the Office of Regional Higher Education.

- **Ohio University's International Resources**

OVIC promotes international education in a largely rural area whose population is sparse and widely dispersed. To overcome geographic isolation and long distances, it uses the interactive microwave television system which links Ohio University's six campuses. Southeast Ohio is, for the most part, culturally homogeneous, and economically disadvantaged. Opportunities to interact with persons of a different skin color or from a different cultural background are limited. As one sixth grader wrote to a Brazilian visitor to her class, "Dear Omar, You have changed my world!"

About one-third of Ohio University's faculty and staff are internationally experienced. It has an international student population of 1,300 students from 100 countries. In any year there are approximately 70 returned Peace Corps volunteers among its graduate student population, faculty and staff. The innovative use of these human resources on campus, in the public schools and in the community is the centerpiece of OVIC activities. In addition, OVIC opens the vast international resources of the university's Alden Library and the expertise of its area and global studies programs to the community.

OVIC has received national recognition for the model it created for diffusion of international resources in a rural setting and was awarded the Martin Luther King Human Relations Award for its promotion of international and intercultural understanding. OVIC promotes informed discussion of global issues from a cross cultural perspective within the university and the community at large, sponsors cultural programs and maintains an international resource referral for businesses and community organizations.

- **Activities**

OVIC serves the K-12 constituency by providing human and material resources for increasing knowledge and understanding of world cultures and global issues among public school teachers and their students. The project hosts a teacher resource center, arranges visits to classrooms by international students and scholars and returned Peace Corps volunteers; conducts briefings for Model United Nations, provides support for a computer negotiations simulation (ICONS); and is actively involved in teacher in-service.

OVIC also collaborates with the Peace Corps in its development education initiatives. These include the Volunteers in Development Education Program, which bring former Peace Corps volunteers into communities as educational resources for a six week period. In October, 1990, OVIC launched the Peace Corps World Wise Schools Project in Ohio with a goal of enrolling 100 "world wise schools" in Southeast Ohio. World Wise Schools matches Peace Corps Volunteers in the field with American public school classrooms for exchange of letters, videotapes and other materials. Peace Corps provides background information on the country in which the volunteer serves. The OVIC model matches its local "world wise schools" with international students and returned volunteers from the same area of the world as the volunteer in the field with whom the school is linked.

The *Ohio Valley International*, a biannual newsletter, is circulated to more than 1200 persons throughout Southeast Ohio, including 300 public school teachers. An insert for teachers provides information about study and travel abroad opportunities as well as upcoming workshops with an international focus.

Over its eight-year life span the Ohio Valley International Council has witnessed a remarkable increase in the demand for its services. It has also seen the willingness of diverse constituencies to contribute to its efforts and earned recognition for the validity of its mission. In 1983, 18 international students from three countries participated in the K-12 project in six schools. During 1991 more than 100 international resource persons and 70 schools were involved in OVIC programs. OVIC programs have been integrated into the curriculum of numerous local school districts and these schools provide financial support for the project through reimbursement for transportation costs.

- **Partnerships**

Central to OVIC's success has been its ability to form partnerships with diverse people and groups around projects which meet their needs and further OVIC's international mission. There has been a constant give and take with OVIC modifying its programs based on teacher and principal input, requests from the regional campuses, and collaborations with other campus and non-campus organizations. Time and time again the OVIC director has received feedback indicating that the consultation with its various constituencies and responsiveness to them is the single most important factor in its success.

Some of the diverse groups with which OVIC has formed partnerships over the years are described below.

1. The Ohio Valley Foreign Language Alliance (OVFLA) is an academic collaborative between university foreign language teachers

and high school foreign language teachers, coordinated through Ohio University's Department of Modern Languages. It provides a forum in which isolated rural foreign language teachers can share ideas with each other and with university colleagues. Through a program funded by the State of Ohio to enhance language teaching at the high school level, OVIC conducted teacher workshops on Francophone Africa and on Latin America which were followed by visits to language classes by native speakers from those areas.

2. Many of these language classes continue to use OVIC resources. OVIC does a number of joint programs with the Office of International Student and Faculty Services. Among them are three programs funded through the National Association for Foreign Student Affairs (NAFSA) COOP Grants: LIVE, a program to involve international students in volunteer activities in the community, a Fulbright scholar enrichment program, and an annual Toward a Peaceful World seminar. The Toward a Peaceful World Seminar brings students from Ohio University's regional campuses and international students from its main campus together in a retreat setting to discuss sensitive political issues from a cross cultural perspective.
3. OVIC works with the College of Education in offering a graduate level course for public school teachers on Teaching Strategies for Cross Cultural and International Understanding and in offering a summer foreign policy workshop for high school students. A feature of the graduate course is a three-day practicum in which international students homestay with the teachers, visit their classes, and participate in various community activities. The course is usually taught at two or three campuses simultaneously utilizing the interactive microwave television system. Orientation for the international resource persons and the teachers takes place over this medium.
4. OVIC offers area studies briefings for state legislators, local government officials, and groups of businesspersons in collaboration with the Institute for Local Government and Rural Development. It yearly collaborates with the Office of Continuing Education in offering Great Decisions and various thematic short courses for adults focusing on a particular area of the world or global issue. International graduate students and visiting scholars figure prominently in these programs.
5. Ohio University's President Charles Ping has added the need for appreciation of differences on campus to the "urgency for the current effort to internationalize the campus." (9) OVIC works

with the campus Martin Luther King Committee to bridge the gap between multicultural and international education and in the community with the local peace education group to address the theme of learning to live with differences.

6. OVIC cooperates with the Ohio University Telecommunications Center to deliver radio and television programming with a global focus. For three years, it sponsored a series of radio shows focusing on international issues. In fall, 1991, OVIC began a monthly hour-long television series entitled "Global Neighbors," broadcast over community access cable TV and focusing on the linkages Ohio University has with the rest of the world.

7. World Food Day provides an opportunity to cooperate with local service clubs, the County Extension Office, area high schools, the religious community and a coalition of low income residents of Southeast Ohio. The organization of cultural exhibits brings OVIC in contact with area public libraries. Much of the cultural programming is done in collaboration with other units on campus.

- **Personalization of International Education**

According to Burn, "American students tend to be so internationally uninformed, even uninterested, that they hardly know how to strike up a conversation with an international student, especially one from a non-Western culture, let alone develop the kind of relationship which involves important international learning for the American." (10)

OVIC's primary mission is to be the stimulus for such important international learning both for the international resource persons who gain a wider exposure to American culture and for the Americans who encounter, often for the first time, persons from another culture. This personal experiencing of other cultures is often a crucial first step to cross-cultural understanding.

International students and scholars are a much underutilized resource on university campuses. They can be invaluable aids in any sustained outreach effort. It has been OVIC's experience that the success of its model for collaboration with international students and scholars outside the campus has led to greater realization of their potential contributions in the college classroom.

Pioneering in the recognition of international students as educational resources is the Oregon State International Cultural Services Program. It allows international students to pay in-state rather than out-of-state tuition if they agree to devote 80 hours to cultural service per academic year (three hours per week). Service usually means in schools, business or government agencies, language tutoring or speaking to community groups. (11)

OVIC's K-12 model, which mandates repeated visits by the same international resource person to a single classroom, provides an atmosphere in which the international visitors and the public school students can go beyond the "bangles and beads" syndrome to a deeper level of understanding. A veteran teacher of twenty years commented that the repeated visits caused her to confront some of her own prejudices which she thought she had eliminated.

Some international resource persons will reinforce rather than destroy stereotypes. OVIC, therefore, fosters long-term interaction rather than one-time activities. It attempts to structure programs that maximize the educational benefits for both parties.

Consequently OVIC provides information and training to both its international resource persons and their hosts. (12) A handbook has been developed for this purpose. Faculty members do not necessarily know how to interact successfully with the K-12 or business community. They need help in adapting their scholarship to a new audience. International students do not know what to expect in an American classroom or what format will be most successful for interaction. Teachers sometimes fear approaching an international visitor. Both the resource persons and their hosts should be warned against making sweeping generalizations about a culture. International students and scholars are not "typical." They cannot be expected to know everything about their country.

An example from the early days of the OVIC's K-12 program makes this point. A graduate student from Brazil made a series of three visits to a fourth grade classroom studying his country. On the second visit he took a series of slides about Brazil from the OVIC teacher resource center which he had used on numerous previous occasions. On that day, an Indonesian slide show had been mistakenly placed in the Brazil box. When he began to show the slides, they looked unfamiliar to him. Rather than stop, he completed the carousel, explaining to the believing fourth graders that Brazil was a big country and these slides illustrated a part where he had never been!

- **Funding**

OVIC is a regularly funded program of the Center for International Studies. However, it has been quite successful in garnering grants from outside agencies to use as seed money for various programming thrusts. The start-up funds for its K-12 project were awarded by the Elementary and Secondary Education Program of the National Endowment for the Humanities. Funds have also been granted by the Ohio University Foundation, Martha Holden Jennings Foundation (an Ohio foundation), the Ohio Department of Education, the Ohio Humanities Council, National

Association for Foreign Student Affairs, O'Bleness Foundation (a local foundation), area service clubs, public schools and individuals. Prior to the formation of OVIC, the university's Southeast Asia Studies Program conducted K-12 outreach with funding from Title VI of the U.S. Department of Education.

- **Benefits of Public Service Activities on Campus**

The publicity generated by OVIC is positive PR for the university throughout its service area. Some of its more successful programs have been emulated on campus. The OVIC director is frequently asked to find international resource persons for classes on the main campus as well as in the community.

In the fall of 1991 the Vice President for Regional Higher Education formed a task force on internationalization of the regional campuses. Impetus for this initiative came as a direct result of OVIC activities on the regional campuses and in their communities over the prior eight years. One of the regional campuses was particularly active in offering briefings to businesses wishing to become active in the international market. That campus then served as mentor to the main campus and the other regional campuses. OVIC's yearly seminar, Toward a Peaceful World, provided an opportunity for selected regional campus students to interact with international students. Mandated follow-up to the seminar on each of the regional campuses expanded the impact and involved larger numbers of regional campus students, faculty and community members. As a result demand for foreign language and area studies courses on the regional campuses grew and faculty increasingly wanted to become more involved internationally. These activities had a cumulative effect which culminated in the system-wide internationalization effort.

Perhaps OVIC's most important function is simply regular communication with the regional campuses and the community about Ohio University's international activities. Area K-12 teachers are made aware of valuable resources which are accessible to them with a minimum of hassle. Regional campus faculty know that they, too, may apply for university international travel funds.

OVIC has learned a number of lessons in the process of building its public service program. These lessons may have general applicability for other campuses.

- **Capitalize on Institutional Strengths**

OVIC programs capitalize on the human and material resources which are Ohio University's academic strength, that is the Third World. OVIC's constituency is the service area of Ohio University in Southeast Ohio. It networks with state and national efforts but does not allow its focus to be diluted by them. It identifies and disseminates high quality

K-12 curriculum materials but does not produce them. It chooses a thematic focus for its programming efforts. It taps into three nationally coordinated programs: Great Decisions, World Food Day and Peace Corps World Wise Schools. It chooses not to participate in a host of other initiatives such as UN Day, Earth Day and the like. Its goal is to maintain a high quality programming within the parameters it has identified. This necessitates saying "no" to many worthy potential activities.

- **Long Term Planning and Commitment**

OVIC finds that long term planning and commitment are essential. Its six advisory committees plan independently as well as in cooperation. The planning process identifies problems, sets priorities and and addresses the question of resource allocation. Grant writing has proved to be an effective tool in the planning process. For OVIC, the long-range planning and careful maintenance of its support base really began to bear fruit only in its fifth year. Had there been no long term institutional commitment, the outreach program would not have been able to reach its full potential, and impact would have been minimal.

- **Accessibility of Resources**

OVIC makes its resources as easy to use as possible. It has been successful in supplanting the notion that the university is unapproachable. There is a minimum of red tape involved in arranging for outreach assistance, in checking out materials. Teachers, businesspersons and other community members are welcomed into the OVIC office. Even elementary students call for help on a project. On the other hand, OVIC does not wait for someone to seek out its services. It goes to the community to promote its program and seek feedback and new ideas.

- **Systematic Evaluation**

OVIC systematically evaluates each of its programs. It conducts a year-end assessment with each international resource person. The advisory committees provide regular feedback. Research projects conducted on the K-12 program have provided evaluative data which has been used to assess long-term carry-over of the project (13) as well as identify strategies for better communication with constituents. (14) Regular evaluation provides information for program improvement, identification of problems and targeting of new directions.

- **Rewards System**

OVIC has learned that it must constantly think of new ways to reward its participants and communicate with them. It pays its international resource persons a small honorarium. The OVIC director writes many letters of reference for participants and thank you notes which are copied to department chairmen, principals and the like. Through a small private endowment OVIC recently instituted a mini-grant program for

teachers who participate in its programs. It calls upon and recognizes community expertise as well as making university expertise available to the community. It attempts to provide useful information on a systematic basis to its various constituents. It repeats its message often and in as many different forums as possible.

OVIC is now faced with the dilemma of how to maintain quality in the face of increased demand and declining resources. OVIC was created at a time of rising awareness of the necessity for international education. It has been blessed with strong institutional support from Ohio University's President and Vice Provost for International Programs. Although support for international education is very strong at Ohio University, the budget constraints of the State of Ohio may cause some curtailing of programs. This will be true of international travel and other high cost activities which enable faculty and students to go abroad. Outreach, however, brings the world home. It is a relatively low cost investment which can maintain the strong international image of the university, even in times of fiscal constraint.

- **Additional Public Service Initiatives**

Public service initiatives at other U.S. colleges and universities utilize the approaches and target the constituencies which uniquely suit their resources and history. Following is a brief look at a selective sample.

- **Title VI Centers**

Funded through Title VI of the U.S. Department of Education, 105 national resource centers provide expertise, scholarship and language training in specific world areas and international studies. Outreach programs of these Title VI centers link the resources of the universities with schools, professional organizations and communities. Although all Title VI centers operate under a mandate to provide resources and services beyond university audiences, each center sets its own priorities, programs and funding levels. Outreach activities may include summer institutes for teachers, in-service workshops, curriculum development and dissemination, textbook evaluation, newsletters, presentations or consultancy work with state and local education agencies, business and professional associations. Assistance may also include access to bibliographies, media and print materials. These services and resources are usually free or relatively inexpensive. (15)

- **Business and Economic Development**

Located in a major urban area, the University of Pittsburgh's University Center for International Studies (UCIS) has long been a leader in outreach to the business community. Its International Business Center, funded through Title VI, cooperates with the Western Pennsylvania District Export Council, a voluntary organization under the United

States Department of Commerce. They are playing a major role in the Pittsburgh International Initiative (PII) of Western Pennsylvania. The PII commissioned a study, *The Case for Internationalizing the Pittsburgh Region*, which evaluated "what other regions have done to respond to the challenges and opportunities presented by an increasingly interdependent world economy" and made recommendations for an action plan for the Pittsburgh region designed to spur its economic development. Its institutions of higher education were rated as the strongest assets of the region to aid this effort. (16)

UCIS sponsors special seminars for the business community that focus on particular countries or regions, international trade development and policy issues. It offers non-credit courses on international business and language for business professionals. It publishes a joint newsletter, *Western PA International Business*, in collaboration with the Western Pennsylvania District Export Council. UCIS also plays a major advocacy role for international education at both the state and federal levels. (17)

Bergen Community College in Paramus, New Jersey, has devoted a significant proportion of its international outreach effort to the business community. Its Center for International Studies was established in 1981 with a primary goal of enhancing the international dimension in the community and state. Among its many activities have been the coordination of the International Trade Roundtable Association (IRTA), which has a membership of over 100 firms representing industry, banking, importers, exporters, insurers, transportation and business consulting firms, as well as various international organizations and U.S. government agencies. The center also offers non-credit courses on international business and language for business professionals.

IRTA hosts "Doing Business" conferences with such themes as "Doing Business Internationally from Three Different Perspectives" on exporting to Korea, Colombia and Germany; and a series of continuing education course on "Culture and Business." In addition, the Center for International Studies hosts International Community Forums "which offer the public an opportunity to hear experts speak on topics pertinent to New Jersey commerce in the international marketplace." It runs international business workshops, international trade briefings and publishes a quarterly newsletter "distributed to individuals, organizations and enterprises interested in international/intercultural communication, trade and understanding." It also participates in *The Bergen 2000 Project*, a coalition of educators, public servants and businesspersons who want to shape a better future for Bergen County and its residents. (18)

- **K-12**

There are a number of outstanding collaborations between higher education and the public schools. Some have initially been funded through state legislation. Perhaps the most extensive collaboration is the California International Studies Project (CISP) to improve the content and quality of international studies and foreign language instruction. Summer institutes, in-service workshops, lending libraries of curriculum and reference materials, and newsletters all serve this effort. The CISP Project is supported by a consortium of organizations: Stanford University, Global Educators and the World Affairs Council of Northern California. Eight CISP resource centers are collaboratives of school districts, regional education agencies, universities, and world affairs and community organizations. Five of these resource centers are located at universities. (19)

Stanford's Program in International and Cross cultural Education (SPICE) and the University of Denver's Center for Teaching International Relations (CTIR) have both concentrated their efforts on the production of high quality curriculum materials and teacher in-service. A number of the Title VI area centers also produce materials. Dissemination of these materials, however, is difficult, as they often do not find their way into the regular nodes of distribution to the public schools, which is dominated by the textbook publishers. Stanford has recently designated twelve dissemination centers nationwide to assist them in this effort. (20)

- **Labor**

Minnesota Technical College (MTC) has a unique perception of public service related to its mission for "education and retraining of the workforce." In 1989 MTC proposed to the Minnesota State Board of Vocational Technical Education that they:

1. Exchange ideas and information with foreign countries on more effective methods of vocational education
2. Actively support Minnesota business and industry wanting to initiate or expand overseas trade through the development of appropriate training programs
3. Provide vocational training evaluation for countries interested in building or redesigning their vocational education
4. Cooperate with other organizations and educational institutions in mutual efforts to be active in international activities

MTC is utilizing The Minnesota Satellite Network as a cooperative effort with the St. Paul Technical Institute, Minnesota World Trade Center and the Minnesota State Board of Vocational Technical Education. This Ku Band satellite network will service three joint power

agencies, Minnesota business and industry. They will have a broadcast and materials production facility and provide a number of services to education and business and industry. These include "World Trade Education." (21)

The preceding case studies illustrate the variety of ways in which a college or university can provide international public service. The essential components of a public service initiative are summarized below.

The first step in a successful public service/outreach effort is the assessment of the international resources of the institution which can be made available to the wider community. These may include faculty and staff with international expertise, international students, returned Peace Corps Volunteers, returnees from study abroad, print and audiovisual library materials, access to international computer networks such as Bitnet and Internet, information about travel and exchange programs, institutional linkages and curricular strengths in area studies and global studies, and international research relevant to the business and farm community, to national, state and local government and to private voluntary organizations.

Once the assessment is made, the results should be widely disseminated, both on campus and to constituencies off campus. Public service is not a matter of sitting and waiting for someone to wander onto campus looking for something. It involves active promotion of the university's international resources and outreach to the community.

Since the overwhelming majority of any institution's international resources are human resources, there must be a system of rewards to encourage people to contribute to the public service mission. Professors who might be inclined to share their expertise with those not in the scholarly community are usually not recognized for these contributions. So only a dedicated few bother. A successful public service effort mandates broadening the base of participation to prevent burn-out of the few stalwarts.

There must be an administrative structure which supports public service and provides a continuing base for activities. Whether there is a centralized locus for public service or whether it is decentralized, the institution must identify the unit/s which will accept responsibility for mounting programs and communicating with external constituencies.

The most successful outreach efforts are those which are based upon a partnership between the strengths of the institution and the perceived needs of a particular constituent group. After assessing its resources, the institution must decide with which constituencies it can most successfully interact. The possibilities include K-12, labor, business,

farm, government, community service organizations, regional campuses, and other higher education institutions in the region, nation or abroad.

The notion of partnership is essential to the public service component of international education. The Report of the Study Commission on Global Education recommends partnerships based on "a sense of equality, not relationships in which the university merely shares the results of scholarship in a spirit of noblesse oblige." (22) The most successful public service programs are those which insure joint planning. Dinniman and Holzner note a mutuality of benefits.

> Partnerships are essential not only because they bring otherwise disparate resources to bear on a shared task, but also because they form contexts for more adequate definitions of the policy and performance problems we all face. The partnership approach requires that people from various institutional frameworks compare their perspectives and arrive at cooperative plans. (23)

The Coalition for the Advancement of Foreign Language and International Studies (CAFLIS) is perhaps the most ambitious attempt to date at building partnerships for international education across hitherto uncrossed boundaries. CAFLIS forged a dialogue between disparate groups engaged in international education. In their final report they urged governors, legislators, educators and business and community leaders to work together to

1. Form partnerships between educational institutions, exchange groups, private voluntary and civic organizations, business, world trade councils and international education policies, programs and resources. (24)
2. Form partnerships among various state and local community constituencies including adult citizen education groups, schools, colleges and universities to develop a comprehensive plan to assess community needs in international education; evaluate the use and effectiveness of international programs within the community and support funding for these programs. (25)

If the institution has incorporated public service into its international mission, assessed its international resources and identified relevant constituencies with whom to form partnerships, how does it fund its public service activities?

Many outreach efforts have been funded through outside monies. Examples are Title VI of the U.S. Department of Education, grants from both public and private agencies, sales of materials or direct payment for services. However, the ideal arrangement is adequate internal funding and administrative support for these activities to assure continuity. Outside monies can be sought for specific activities, but no continuity can

be guaranteed unless personnel with responsibility for outreach are a part of the annual institutional budget. A number of excellent outreach activities have disappeared when their grant money ran out.

Actually, international public service activities can be carried out with very little budget. If the institution has assessed its resources well and identified other organizations with whom it can collaborate, it can mount an extensive outreach effort with little outlay of money. International exchange organizations, private voluntary organizations, K-12, the private sector, government agencies and World Affairs Councils all are potential collaborators in the effort. Local media, newspapers, television and radio stations also make powerful allies.

International public service has the capacity to assist universities in becoming what Senge calls "learning organizations," to see themselves as connected to the world and to make their thinking open to the influence of their various constituencies. (26) Through the sharing of their international expertise universities themselves can become more globally literate.

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Chapter 7

Inter-Institutional Cooperation Guidelines and Agreements

CHARLES B. KLASEK

Call them Memoranda of Understanding, Sister Institutional Affiliations, Letters of Intent, Linkages, Inter-Institutional Agreements, the documents that tie institutions of higher education together around the world are one of the major factors in spurring faculty and student exchange, joint research and cooperation on technical assistance projects. They can be effective tools for international partnerships or intriguing wallpaper for the president's office.

• Why Formalize Agreements?

To many institutions abroad, especially in developing countries, the signing of a document with a U.S. institution was a mark of distinction. For a period of time many Chinese delegations felt their visits to this country were a failure if a cooperation agreement was not signed with each institution visited.

In Eastern Europe, the rector of a major university celebrating its centenary called a group of representatives from European and U.S. universities attending the ceremonies into his office and literally would not let them leave until each had signed a linkage agreement. The rector had his moment of glory with his governmental superiors, but to this day none of the agreements signed was ever implemented.

Only in the last few years have institutions began to formalize the guidelines, processes, and contents of agreements. They were being signed haphazardly at all levels of administration, had little or no funding behind them, and rarely had presidential/chancellorship involvement. It is not difficult to sign an agreement with universities of all types throughout the world; it is difficult to implement the agreements so that there are mutual academic benefits to the institutions involved.

Many colleges have now adopted guidelines and instituted processes which require that the agreements are truly institutional and signed by the president even though they are initiated by faculty, departments, or collegiate units.

These agreements basically fall into five categories:

1. Student exchange only. These exchanges are usually bilateral and provide either for short-term, non-degree students, many times funded by such organizations as the United States Information Agency, the Fulbright Commission, or D.A.A.D. (Deutches Akademisches Austausch Dienst). The exchange may also be long-term for degree purposes. The latter involves tuition scholarships for undergraduates or tuition waivers and assistantships for graduate students.

   The University of Nebraska has adopted terms of agreement for student exchange which specifies the elements of program administration, student admissions, and services to students (Figure 1).
2. Faculty exchange for the purpose of teaching. On occasion agreements are signed for this purpose only, but more often if a teaching line is available, academic units in U.S. institutions contract directly with individuals overseas. More and more opportunities are available for U.S. faculty to teach overseas as foreign institutions offer more courses in English. A dilemma exists currently in the United States. Outstanding scholars in Eastern Europe are available for short and long term teaching assignments abroad during a period when academic budgets in the U.S. are being sharply curtailed.
3. Student and faculty exchange. This is the most common form of agreement and frequently includes opportunities for research collaboration. When agreements are signed that include graduate study and research, it is important that the Dean of the Graduate School and/or Vice President for Research are involved in the terms of the agreement prior to its signing. The University of Oklahoma has developed an agreement form which is short but effective (Figure 2). Southern Illinois University at Carbondale's agreement involves the use of committees whose role it is to plan and budget for annual activities under the agreement (Figure 3).
4. Joint Research. Normally such research is conducted by faculty at two institutions without the necessity of an agreement. However, linkages have been formalized if research activities broaden to include other faculty and departments and if external funding is involved, especially from the federal government. As the Euro-

pean Community programs expand, many institutions in Europe (Western, Central, and Eastern) and the United States have found it expeditious to link formally in order to seek European Community funding.

5. Development and technical assistance. Agreements signed with governmental units such as Ministries of Education or Councils of Higher Education may be used when seeking funding through the competitive grant process at the United States Agency for International Development, World Bank, or a host country. Such agreements, when honored, will provide the linked U.S. institution first opportunity to pursue a grant or contract in a particular country. Many times a country seeking assistance will come to its partner in the United States first before pursuing a competitive process. Such things happen only after relations have existed for a long period of time, exchanges have been mutually beneficial, and in some cases, alumni are well-placed.

• What Guidelines Should Govern?

To this point, the focus has been on linkage activities and forms of agreements. Because linkages in the past ten years have proliferated to such a great extent, many institutions have felt it necessary to develop guidelines to govern the process.

The Pennsylvania State University has developed *Guidelines for Establishing a Formal Linkage with an Overseas Institution* which focus on factors to be considered and levels on which linkages can occur (Figure 4). The University of Missouri at Columbia has created guidelines which emphasize general and specific considerations while minimizing process (Figure 5).

Southern Illinois University at Carbondale's guidelines are more process specific insuring appropriate administrative involvement (Figure 6). Iowa State University has adopted guidelines which are procedure specific (Figure 7) and provides individuals with an outline of the proposal which must be submitted (Figure 8).

• Who Funds It?

The most difficult question has now been posed. The agreement has been signed, the signators are elated, work has been proposed, now who pays for it?

1. The Institutions. In most cases the institutions involved will bear the fiscal burden. This is the reason for guidelines and for signature at the presidential level. When Southern Illinois University at Carbondale adopted its guidelines and determined that the only valid agreements were those signed by the president, a university-wide fund was established to support linkage activities. Funding

priority was given to those agreements whose committees functioned actively and submitted annual plans and budget. In many situations, agreements are still supported by a coalition of departments, colleges, international offices, graduate schools, academic vice-presidents, and provosts who pool their funds to provide transportation, stipends, tuition scholarships and assistantships. The International Office is in a key position to serve as a catalyst for implementation support if that office is also given responsibility for oversight and coordination of the agreements.

2. Government Agencies. Increased support is available from the U.S. Government to support certain specific activities between and among institutions. These Include:
   a. United States Information Agency Affiliations Program—an annual competition in which proposals are due in mid-January to early February.
   b. United States Information Agency Citizen's Exchange Program—a semi-annual competition which sometimes supports activities involving institutions of higher learning. Proposals are due on or about mid-February and mid-August of each year.
   c. United States Agency for International Development University Center—an extremely competitive grant program that funds 12 to 14 linkages a year between and among universities. The grants require high levels of matching funds and are usually due on or about mid-March of each year.
   d. National Defense Security Act (The Boren Amendment)—involves a $180 million endowment, the proceeds of which would fund activities for unique linkages and graduate and undergraduate study abroad. The act has been passed and funded by Congress but at press time awaits appointment of its Board of Directors by the President and approval of its programs. The higher education community is excited about this "Peace Dividend" but is somewhat concerned about sources of funding for the proposed activities from the Department of Defense.
   e. The Bradley Amendment—Senator Bradley's massive exchange bill that will bring thousands of young people from the former Soviet Union to the U. S. over the next five years was incorporated into the comprehensive aid bill to the former Soviet Union. The focus of the exchange is on high school-aged people, with undergraduates as the next biggest group, followed by small business operators and graduate

students. It is anticipated that from $50 to $75 million will be available.

3. The Exchange Community-Long the most consistent funding source for faculty and student exchange, the exchange community, which in most instances uses funds from the federal government, continues to administer programs which include Fulbright awards, travel grants, and a myriad of other exchange opportunities.

The institutions whose linkage agreements have been the most successful are those whose partners have been chosen carefully, whose policies and guidelines are well-defined, whose processes of implementation are carefully drawn, and whose funding has been clearly delineated or who have aggressively pursued external funding. The most important factor is that if the agreements are to be truly institutional in nature, they should have the signature of the president/chancellor.

The value of inter-institutional agreements is not at question here—each institution must determine that itself. What is at question here is the importance of institutional commitment and support for the concept. Without that type of support, inter-institutional linkages are of little value. The experience of the several institutions outlined here will assure a great measure of support from faculty, departments, colleges, international offices and the administration.

Figure 1
Terms of Agreement for Student Exchange
for the Memorandum of Agreement Between the
University of Nebraska-Lincoln, U.S.A., and
_____

These Terms of Agreement provide the details of the student exchange program between the University of Nebraska-Lincoln (UNL), and the _____(_____),_____, established with the Memorandum of Agreement dated_____19__.

1. Program Administration

   a. The student exchange program will be administered through International Affairs at UNL and through _____at _____.

   b. Applications and other official documents required by each institution (e.g., at UNL, International Affairs, Admissions, Graduate Studies, Records, etc.) will be received and dispersed to International Affairs at UNL and _____by the Academic Coordinator.

   c. Each institution will have an Academic Coordinator for the student exchange program who will liaise with International Affairs at UNL and _____.

The Academic Coordinators for 199_-199_ are_____at UNL and _____ at _____. They will remain in close contact with each other and provide timely information on student progress, extensions and terminations, and immediate notification in cases of emergency, through international Affairs at UNL and _____.

d. Applications should be received by International Affairs and _____ at least 90 days in advance of classes. UNL will receive applications for Fall by May 15, for Spring by October 1 and for Summer by April 15; _____ will receive applications by _____ and_____.

e. Each institution will provide an official document of grade (transcript) or a written assessment of coursework completed by each exchange student at the host institution. These documents will be received and dispersed by International Affairs and _____.

f. International Affairs and _____ will provide an up-to-date university catalog or bulletin and schedule of courses to the partner institution at least 90 days before the start of classes.

g. International Affairs and _____, in consultation with the respective Academic Coordinator, will make an annual evaluation of the exchange program and con.municate findings to the exchange partner. The information will be used to strengthen the exchange and periodically revise these Terms of Agreement.

h. The exchange may be terminated by either party upon one-year written notification.

i. While neither institution is restricted from entering into exchange agreements with other universities in any country, specific parties to these Terms of Agreement will enter into similar exchange agreements with other universities in the host country only after consulting with the exchange partner.

2. Student Admissions

a. The number of exchange students from UNL and_____ each year is up to _____ full-time equivalent students, respectively. Students are placed for the period specified, and pay tuition and fees required of all students and program administrative fees, to the home institution. Requests for extension require both host and home institution approval. Withdrawal or termination after placement may result in forfeit of the program costs.

b. While there may be an imbalance of students exchanged in any given year, balance should be achieved at the end of each three-year cycle. International Affairs and_____ are responsible for determining when an imbalance exists and negotiating the resolution. (When imbalance occurs, either institution may require students from the partner institution to pay tuition and fees at the in-state/in-country rate until such time as the balance is restored or, in the case of continuing imbalance, may require students to pay tuition and fees at the international student rate.)

c. Students may be admitted at the undergraduate or graduate level and selected on the basis of their quality and suitability for the exchange. All _____ students may ordinarily attend UNL as unclassified undergraduate students; to be admitted as unclassified graduate students,_____ students must demonstrate graduate status through documentation, in this case, _____.

d. Students from _____ must document, as part of the application, English language proficiency by

1) a TOEFL score of 500, or
2) an equivalent score on the MELAB.

e. Each Institution will attempt to reserve three (3) class places for exchange students who indicate their interest in certain classes by notifying the Academic Coordinator at least 30 days before the beginning of classes.

f. Students from UNL must demonstrate, as part of the application to _____,

1)
2)

g. Students should maintain full-time enrollment—at UNL 12-14 credits for undergraduates. Students will be permitted to attend both undergraduate and graduate-level courses for which they qualify.

h. To take general courses at UNL, students must qualify through the English Placement Exam and take required English courses unless a waiver has been negotiated.

i. The home institution determines the acceptability of course work completed abroad.

j. No exchange student may be admitted concurrently as a regular, degree-seeking student at the host institution.

3. Services to Exchange Students
   a. Students on the exchange have the same rights, privileges and responsibilities as regular, degree-seeking students at the host institution; exchange students will comply with the rules and regulations of the host institution. Students who are not in compliance may be terminated by the home or host institution.
   b. The host institution will provide both academic and personal counseling to exchange students, as well as services available to regular, degree-seeking students at the host institution.
   c. The host institution will reserve usual, convenient and adequate housing for exchange students at no charge. (at UNL this will be in a double room in a residence hall; at _____ this will be _____).
   d. The host institution will provide a pre-departure orientation to its prospective exchange students and an academic and personal orientation to in-coming exchange students before the beginning of regular classes.
   e. Exchange students are responsible for leisure transportation, supplies, books, laboratory and class fees, other living expenses, and personal and health insurance (including medical evacuation and repatriation) while resident at the host institution.

_____ _____

Chancellor, UNL Date Chief Academic Officer Date

_____ _____

Executive Dean of International Affairs, UNL Date Date

Figure 2

Agreement for Educational and Scientific Cooperation Between The University of Oklahoma and_____

In order to promote further cooperation between the United States of America and_____, **The University of Oklahoma** and_____ join in the following agreement on educational and scientific cooperation.

The two universities will endeavor to cooperate in education and research in areas of mutual interest.

To the extent feasible both universities will encourage direct contact and cooperation between their faculty members, departments, and research institutions. The following general forms of cooperation will be pursued:

1. Collaboration of faculty and staff for research, lectures, discussions, and other academic pursuits.
2. Exchange of graduate and undergraduate students for study and research.
3. Exchange of published information.

Themes of joint activities and the conditions for utilizing results achieved and arrangements for specific visits, exchanges, and other forms of cooperation will be developed mutually for each specific case.

Both parties understand that all financial arrangements will have to be negotiated and will depend on the availability of funds.

Hereupon the signatures of the representatives of both universities will follow in the hope of promoting mutual friendship and cooperation. The agreement will remain in effect until one party notifies the other of its wish to terminate the agreement at least ninety (90) days before the end of the academic year.

THE UNIVERSITY OF OKLAHOMA _____

By:_____ By: _____
President President

_____ _____
(Date) (Date)

Figure 3
GUIDELINES FOR
INTERNATIONAL AGREEMENTS

Southern Illinois University at Carbondale

I. INTRODUCTION

A major facet of Southern Illinois University at Carbondale is its involvement in international programs which provide avenues of teaching, research, and public service in a unique environment. The three major thrusts of the University can be supported and extended through the involvement of students, faculty, and staff with institutions in other

countries of the world. To facilitate this involvement and to provide campus constituencies with appropriate guidelines for the establishment of formal linkages with institutions in other countries, the following criteria and procedures are provided.

International Programs and Services serves as the coordinating office for the development and implementation of international agreements, and it serves as the repository for official (original) copies of the agreements. This office also serves as a resource to those individuals who want to initiate an agreement. Copies of agreements of a graduate educational and/or a research nature will be filed with the Graduate School.

II. LINKAGE PREREQUISITES

The formal agreement should be built upon an existing informal linkage which:

A. Demonstrates the value of formalizing a relationship between the institutions.

B. Clarifies the objectives and components of the relationship.

C. Demonstrates the feasibility of establishing a continuing association.

III. GENERAL REQUIREMENTS OF AN AGREEMENT

A. The agreement should be titled a "Memorandum of Understanding."

B. The agreement should address one or more of the following: research or development programs of mutual interest, exchange of scholars, exchange of students, exchange of consultants, or exchange of information and materials.

C. The agreement should provide a framework for the formalization of specific activities between SIUC and the participating institution(s).

D. Development of the agreement should be a joint effort of persons officially designated by the respective institutions. This includes campus constituencies and administrative officers as well as the Office of the Chancellor.

E. The agreement should identify particular items in the exchange that have been negotiated, including those involving financial commitments, administrative policy, geographical location, calendar, and academic programs or initiatives.

IV. DOCUMENTATION

A written proposal should be prepared for each agreement. In preparing a proposal for a formal agreement between SIUC and a participating institution, sponsors should expand upon and provide documentation in the following areas:

A. *The Background Information*—a brief but complete description of the relationships and activities that have occurred to date between SIUC and the other institution.

B. *The Institution*—a brief profile of the institution, including its history, location, nature, size, programs, and academic stature.

C. *The Programmatic Linkage*—a brief statement which addresses the following: mutual programmatic areas upon which the linkage focuses; other potential areas of cooperation; relationship to specific programs within departments or colleges; and opportunities for new and important teaching, research, and service emphases.

D. *The Benefits*—a statement of one or two paragraphs which identifies scholarly, programmatic, and (if appropriate) mutual monetary benefits of the formal linkage.

E. *The Commitments*—a statement which identifies initial and projected commitments of both institutions/agencies to implementation of the agreement.

V. PROCEDURES FOR PROCESSING AGREEMENT

A. All proposed international agreements should originate from individual departments, offices, or programs with a common interest in linking with those programs or areas of study at a particular foreign institution.

B. Proposals should be written with the assistance of International Programs and Services. Such proposed agreements should be discussed with and receive written support from all concerned parties, including departmental chairs, collegiate deans, Dean of the Graduate School, Vice President and Provost for Academic Affairs, and/or other appropriate administrative officers. A current letter of support from the head of the participating institution or agency should be included as part of the proposal.

C. Completed proposals should be presented to the International Programs and Services Advisory Board.

D. The Advisory Board will make its recommendation to the Director of International Programs and Services. The Director will recommend action through administrative channels to the President of the University.

E. The President will make his recommendation, along with appropriate documentation, to the Chancellor. Upon approval, the agreement will be forwarded to International Programs and Services for processing and implementation.

VI. IMPLEMENTATION

A. Each institution will appoint at least two representatives to serve as a Linkage Planning and CoordinatingCommittee. A representative named by the Graduate Dean will be included when an agreement involves graduate education and/or research.

B. The Linkage Planning and Coordinating Committee will have responsibility for the following:

1. Maintenance of communications to promote the relationship
2. Preparation of an annual plan of action
3. Exploration of ways and means to finance joint projects
4. On-going assessment of the success of the linkage

C. Each Memorandum of Understanding will be reviewed by the Linkage Planning and Coordinating committees, academic units, and administrative officers of the respective institutions two years after the Memorandum has been signed and every three years thereafter. Findings of the review will beshared with all principals involved in establishment of the linkage.

Revised and Adopted by IP& S
Advisory Board on May 4, 1992

Figure 4
Guidelines for Establishing a Formal Linkage With an Overseas Institution

A linkage is definec' as a cooperative program linking Pennsylvania State University with a partner institution abroad. Informal exchange arrangements initiated by individual faculty members are not considered official linkage agreements of the university.

Factors to be considered before entering into a formal linkage:

1. Prior consultation with the University Office of International Programs (UOIP) is strongly encouraged, particularly to learn about other existing interest/programs/linkages in related areas.
2. At least one reciprocal visit of representative(s) from Penn State and from the institution proposed for linkage should generally precede finalizing any linkages to ascertain mutuality of interests/benefits and availability of institutional and other resources.
3. While all linkages are expected to be of mutual benefit to both parties, the balance of the contribution will depend on the specific linkage that

has been negotiated. For example, the overall balance of benefits resulting from a linkage with an institution in a less developed country may be different from the balance of benefits expected from a linkage with a university in a more highly developed country.

4. The potential for access to funding possibilities to support the proposed linkage activity should be considered and addressed. If funds, or a potential access to funds, are not likely to be available to support the relationship, a formal linkage should not be established. It may be appropriate to consider alternative types of cooperative statements such as a letter of intent, etc.

5. If an agreement includes a graduate student exchange component, it should be reviewed by the Graduate School prior to signing. If an agreement includes an undergraduate student exchange component, it needs to be reviewed by the Office of Education Abroad Programs and by the Office of International Students.

A linkage can occur on two levels:

1. On an institutional level:

A Memorandum of Understanding (MOU) is an overall facilitating document linking the two institutions. It is a formal testimony to the history of the relationship between the two institutions, it identifies an initial area of common academic interest, and it often serves as a basis for cooperative programs in additional disciplinary areas in the future. The MOU requires the signature of the Deputy Vice President for International Programs as well as that of the dean of the relevant college, or another person designated to represent the initial area of interest. The MOU does not detail any specific arrangements, but does outline a disciplinary focus, and lays the groundwork for exploring a more specific plan of action for exchanges and collaboration. It addresses the potential for funding to support the proposed linkage activity, but makes no financial commitment on behalf of the university.

2. An agreement is a more specific document outlining implementational specifics for the cooperative program. It is usually based on a preceding MOU, and represents the precontract stage. An agreement describes a project (objectives, scope, administration, source of funding). Due to its specificity, an agreement falls under PC-12 of the university's Policy Manual, and needs to carry the signature of the university's associate treasurer (as the designated official representative of the Board of Trustees). The signature of the person representing the relevant academic unit, the signature of the associate dean of the Graduate School (when relevant), and the signature of the Deputy Vice President for International Programs indicate acknowledgment of the project by the relevant authorities at Penn State.

Both documents should be signed by counterparts at both institutions and validated for a predetermined period of time after which the linkage would be evaluated and then renewed, reformulated, or terminated.

Generic Outlines of an MOU and an Agreement are attached as guidelines to be consulted for the development of such documents.

(Endorsed by the President's International Council, Thursday, April 4, 1991, and amended by the University's lawyers, May 1991.)

Figure 5

Guidelines for Developing
International Memoranda of Agreement (MOUs)

After exploration of mutual interests and complementary needs and expertise, it is sometimes useful to formalize an emerging relationship with a foreign university or other entity with a Memorandum of Understanding (MOU). There are many such MOUs currently on the books at MU. The Center for International Programs & Studies has on file about thirty-five such agreements with institutions in 20 different countries. There are no doubt more such agreements in various departments and colleges.

Many faculty and administrators have suggested that MU systematize our approach to the review and implementation of such agreements so that all areas of the campus have equal access to such affiliations and to advise on how to develop sound MOUs. The following are some guidelines for colleges and departments on developing MOUs.

I. Some general considerations:

A. An international MOU should be a constructive new venture that reflects an institutional priority in the country involved. MU should avoid unduly redundant agreements or agreements that might embarrass the University by competing with other longstanding affiliations. Moreover, vague "agreements to agree" to cooperate in the future are not encouraged because they may obligate MU in ways not originally intended.

B. It is often not practical for an MOU to indicate a precisely equivalent exchange of expertise and resources between two very different kinds of institutions. There are many creative ways to construct an equitable, but not necessarily equivalent, exchange with a foreign university.

C. The University's legal contracting entity is "The Curators of the University of Missouri." For an MOU to be enforceable, it must be signed

by someone with the authority to commit the University to fulfil its obligations. See under III. below.

II. Some specific considerations:

A. MOUs are often interpreted more broadly and are more readily enforced abroad than in the United States. The law governing the agreement should be specifically stated. Usually this is the law of the State of Missouri and the United States of America.

B. If technical or obscure terms are employed, the agreement should contain a glossary defining these terms to avoid problems that may arise from the translation of the agreement.

C. Any financial obligations—including waiver of tuition, granting of assistantships, travel expenses, housing or maintenance allowances—must be specifically stated in the MOU.

D. The administrative offices responsible for the actual implementation and management of the MOU must be specifically identified.

E. National currency of payments, exchange rates, and any applicable foreign taxes should be clarified. In some countries MOUs are not enforceable until they have been registered locally. Such costs should be the specific obligation and expense of the foreign partner.

III. Review and Implementation:

A. Responsibility for processing international agreements regarding educational exchange of students and faculty will rest with the Center for International Programs & Studies and the Provost's Office. Proposals for these kinds of affiliations should be submitted to the International Center (attention John Heyl, 208 Lowry Hall).

B. The International Center will consult first with MU legal authorities (usually through the Office of Business Services) to determine that all legal and financial obligations stated or implied in the MOU are consistent with UM and MU policies and practices. Second, the International Center will consult with the Graduate School to determine if all obligations regarding faculty and graduate students stated or implied in this MOU are consistent with MU policies and practices. By this point, usually the Dean of the Graduate School, a College Dean, and Director of the International Center will have signed the MOU reflecting the commitment of the relevant MU parties to fulfill the stipulations of the MOU.

C. The International Center will then forward the revised and approved MOU to the Provost for his/her signature. Only after the Provost has signed the MOU is the University committed in a legally binding way.

D. Two originals are signed by all MU parties and then forwarded to the foreign partner. One fully-signed original is retained by the foreign partner; the second fully-signed original is returned to MU to be filed with the Office of Business Services. A fully-signed copy is kept on file in the International Center.

MEMORANDUM OF UNDERSTANDING

Between
xxxxxxxxxxxxxxxx University
and
Southern Illinois University at Carbondale

Representatives of xxxxxxxxxxxxx University, xxxxxx City, xxxxxxx Country and Southern Illinois University at Carbondale, Illinois, USA, have held a series of discussions pertaining to the desirability and feasibility of a university to university relationship designed to strengthen the bonds between the two academic communities and, in the process, contribute to greater understanding and communication between two cultures.

In recognition of the fact that meaningful programs of the type envisioned in this Memorandum of Understanding require constant planning and attention, each university will appoint a minimum of two representatives to serve as a Planning Committee which will concern itself with the following functions:

1. The maintenance of communication on the ways and means by which such a relationship can be most fruitful for all concerned.

2. The preparation of a recommended course of action for the consideration of officials of the universities by May 1 of each year. This plan should cover the proposed activities for the succeeding fiscal period, including details on the recommended number of faculty, staff, and students to be exchanged and the proposed methods of meeting financial needs.

3. The exploration of joint projects and the means to support them.

4. The on-going assessment of the success of the linkage.

This Memorandum of Understanding as well as succeeding plans of cooperation shall be effective after approval of the terms of the agreement by the appropriate authorities of the universities. Cancellation of the agreement may be effected by either party with a notification one year in advance of the anticipated termination.

By _____	By _____
President Southern Illinois University at Carbondale	Rector xxxxxxxxxxxxxxxxxxxxxxx University
Date _____	Date _____

Figure 7

Iowa State University
Ames, Iowa

International
Memorandum of Agreement
Procedures

Iowa State University and its colleges and departments may enter into agreements permitting faculty, staff and/or students from cooperating institutions to become involved in programs for the purpose of education, research, or related experiences.

Definitions

Memorandum of Agreement

An agreement to develop collaborative activities related to research, instruction and extension between units at cooperating institutions.

Memorandum of Agreement Proposal

A document which must be submitted to and approved by the department executive officer(s), dean of the college(s), director for international affairs, and the Office of the Provost before a *memorandum of agreement* or *terms of agreement* may be negotiated.

Terms of Agreement

The specific educational program arrangements providing for transfer of information, faculty, staff and/or students between the institutions for education, research, or related activities, which would include numbers of persons involved and the lengths of their visits. *Terms of agreement* may be modified in response to ongoing developments in the program. Separate *terms of agreement* may be developed for more than one college or department under the terms of a *memorandum of agreement*.

Procedures

Step 1

A *memorandum of agreement proposal* may be introduced by any university official or faculty member. The written proposal shall be submitted to the department executive officer(s), dean of the college(s), director for international affairs, and the Office of the Provost before negotiations begin with the cooperating institution and shall contain:

* Name, address, telephone and FAX number of cooperating institution.
* Name and title of contact person at cooperating institution.
* Name, title, office address, telephone and FAX number of agreement coordinator at ISU.

* List of ISU faculty members who are interested in participating in the program.
* Purpose and scope of the program and its anticipated benefit to ISU.
* Proposed initial *terms of agreement*.
* Budget.

Step 2

The director for international affairs shall review the proposal to determine whether:

* Other agreements exist with the cooperating institution.
* All necessary information is included.
* Appropriate budget details are included.
* Other units within ISU could become involved in the program
* The proposed program is consistent with *university memorandum of agreement* procedures which have been established by university administration.

Step 3

The legal council for the university shall reveiw the proposal to evaluate ISU's legal obligations and conditions proposed.

Step 4

When an understanding is reached between institutions, a memorandum of agreement shall be signed by both institutions. The department executive officer of the implementing department(s), dean of the college(s), director for international affairs, and the Office of the Provost must approve and sign the agreement.

Step 5

Initial *terms of agreement* may be negotiated by the program coordinator with the cooperating institution either during the negotiations leading to the signing of the *memorandum of agreement* or afterward. When financial obligations are to be incurred, the *terms of agreement* must be approved by the unit administrative officer(s). The Office of International Affairs may assist with communcation among ISU colleges or departments, arrangements for visiting delegations, and information. Copies of *terms of agrement* shall be provided to the Office of International Affairs, both when initially adopted and when modified.

Step 6

Memorandum of agreement reports shall be forwarded by each program coordinator to the department, the college, and the Office of International Affairs annually. The reports shall contain:

* Name and address of cooperating institution.
* Name and title of coordinator for cooperating institution.
* Name, title and address of ISU coordinator.

* Names and titles of faculty and staff and names and majors of students who participated in te program during the previous year, with the extent of involvement and the dates of their participation.
* Dates of visits between institutions by official delegations, with names and titles of delegation members.
* Budget (expenses associated with developing, implementing and reviewing the program; sources of funds).
* Non-financial resources used for the program (e.g., office space, housing).
* Proposed amendments to the *memorandum of agreement* or the *terms of agreement* for the following year.

Step 7

The director for international affairs shall submit an annual *memorandum of agreement* summary report to the Provost.

Step 8

Memoranda of agreement shall be reviewed, and renewed if appropriate, every five years by the director for international affairs and representatives of cooperating administrative units.

Approved by The Academic Council, 12/18/89

Figure 8

IOWA STATE UNIVERSITY
Ames, Iowa

A Memorandum of Agreement (MOA) proposal may be introduce by any university official or faculty member. This MOA proposal shall be submitted to the Department Executive Officer(s), Dean of the college(s), and the Director for International Affairs before negotiations begin with the cooperating institution:

The MOA proposal shall include the following information:

Type of MOA

Institutional_____ College_____Departmentr ient_____

Partner institution and country:

Name:
Address:
Country:
Telephone:
FAX:

Coordinator for partner institution:
Name:
Title:
Address:
Telephone:
FAX:

Coordinator for ISU:
Name:
Title:
Address:
Telephone:
FAX:

Cooperating ISU faculty and staff (Use additional pages if needed):

	Name	Title	Department
1.			
2.			
3.			
4.			

Purpose and scope of cooperative program (Use additional pages if needed):

Benefit to ISU from cooperative program (Use additional pages if needed):

Proposed Terms of Agreement (Use additional pages if needed):

Proposed annual budget and source of funding (Use additional pages if needed):

Approval to proceed with the development of the MOA

Department Executive Officer	Date
Dean of College	Date
Director for International Affairs	Date

Chapter 8

Technical and Educational Development

EUNICE FRENCH

For over 40 years, U.S. universities have worked with various funding agencies—the Agency for International Development (AID), the World Bank and foundations—on technical assistance projects. Much has been written and many workshops and conferences held concerning the accomplishments and problems in the realization of these projects. Recently, a Background Paper was issued which provides a summary of AID-funded projects. (1) What was lacking, however, was an assessment of the impact of these projects on U.S. campuses.

This chapter will report responses received from members of the Association of International Education Administrators (AIEA) to a survey questionnaire which used as its basis the goals set by the Association for its members relative to technical assistance projects. Relevant materials and comments from external-to-AIEA colleagues in the field and from the literature are also included. As with any research endeavor, it creates as many questions as it answers. At best, insofar as an analysis of the impact on the field is concerned, it is a beginning.

AIEA Goals on Technical Assistance

Table I presents the goals on Technical & Educational Development as set forth in the AIEA Guidelines. (2) The sections which follow convert each goal to a question, present information received from AIEA members or from colleagues and, where appropriate and applicable, provide relevant quotations from the literature.

Table 1
Technical and Educational Development

- Establish an institutional mechanism which chooses development activities consistent with its mission, resources, and competencies.
- Provide the administrative support necessary for participation in such activities.
- Establish administrative policies and procedures which are supportive of faculty and staff members serving overseas.
- Establish mechanisms to assure that international development activities are integrated into and deliberately coordinated with programs and activities on the home campus.
- Conduct regular evaluations of all development activities.
- Forge networks with other institutions and private sector to submit proposals.
- International and infuse communications, technologies and resources throughout technical and educational development.

• Does your institution have a mechanism which chooses development activities consistent with its mission, resources and competencies?

A surprising seventy-four percent (74%) of those responding indicated that their universities have mechanisms in place which address this issue, while seven percent (7%) specified that they were working on them. Eighteen and one-half percent (18.5%) indicated that no such mechanisms exist.

The majority of those responding utilized International Programs Advisory Boards or Councils to ensure compliance with missions, resources and competencies. Other bodies given this charge included faculty and administrative committees and, in one case, the Vice President for Research and Graduate Studies.

One of the best examples of a written commitment to the consistency between technical and educational development projects and campus mission, resources and competencies was provided by the University of Maryland Eastern Shore (UMES). The *Policy and Procedures Guidelines* states:

> UMES is committed to excellence in agricultural research, extension, resident instruction and international development. Prioritizing directions for the University of Maryland in the 1980s, the President has set research and international activities in the top tier of priorities. The Chancellor of UMES concurs with international agricultural research and development and international education

as being one of the priority areas in which the UMES campus should excel.

This manual has been prepared to establish institutional guidelines for facilitating faculty and staff functioning overseas.... This manual also focuses on compatibility of domestic responsibilities of the University with an international dimension integrated into the University's mission. (3)

One wonders if documenting the need for international activities lends itself to ensuring that the necessary administrative support is forthcoming. In searching the literature, a study by Audas compares policy statements and practices with regard to the impact on international education.

"The process of writing policy regarding the international role of the institution will launch the administrative leadership of the university into planning, organizing, staffing, leading, developing and evaluating the activities of implementation." (4)

Through her statement, she suggests that written policy is one of the first steps to ensuring administrative support. Further, she would seem to be in agreement with Dr. Charles Ping, President of Ohio University who said:

"Institutional rhetoric is critical to the task of internationalizing the university. Rhetoric, the French philosopher Ricoeur and others have argued, can create reality." (5)

If this is true, given the above positive response to the question, AIEA members should be experiencing no difficulty implementing the goals as set forth in Table I. The mechanisms would seem to be in place.

• Is the necessary administrative support provided for participation in such activities?

An international program development effort is doomed to failure if not accompanied by solid support at the highest levels of university administration.

When asked to indicate the importance of a number of potential factors critical to establishing, strengthening and/or operating international activities on university campuses, ninety-one percent (91%) of 150 respondents indicated that support of central administration was very important. (6)

Despite the apparent recognition and need for administrative support for technical assistance, one of the largest criticisms levied on universities was the lack of management capabilities and flexible arrangements required to do the types of things inherent in technical assistance and to do them well. (1, 7) Not at issue was the technical competence of the faculty. Instead, universities fell short in their abilities

to administer projects and to respond in a timely fashion. One could argue that the AID movement to utilization of private sector firms for technical assistance projects was the result, in part, of dissatisfaction with the ability of universities to address these issues.

Given the importance placed on this question, it is interesting to review the responses received from AIEA members.

- ◊ Seventy-six percent (76%) indicated that the necessary administrative support was given. Seventeen percent (17%) indicated that support was lacking and the remaining seven percent (7%) provided no response to the question.

Although this response would seem to suggest that universities are comfortable with the administrative support provided, further examination yields a less favorable picture. Of those providing a positive response (i.e., the 76% group):

- ◊ Forty-five percent (45%) indicated problems with funding and inconsistency in administrative support; and
- ◊ Respondents indicated that offices were dependent upon external funds generation because state dollars were inadequate.

Perhaps the best/most honest comment was provided by one of the respondents who said: "Adequate rhetoric; minimal financial." (8)

It is suggested that unwavering commitment at the highest administrative levels must be accompanied by dollars in order to render the effort viable and sustainable, i.e., an administrator must put his/her money where his/her mouth is!

• Are any administrative policies and procedures in place to support faculty and staff members serving overseas?

This issue seemed to cause problems from all viewpoints—funding agency, faculty, university.

Horror stories have been told over the years about non-tenured faculty who accepted long-term technical assistance assignments only to return to terminal positions or, at minimum, to have been "out of sight, out of mind" with regard to promotion, tenure and/or salary increases.

USAID cites the obligations associated with the tenure system and the general lack of rewards and incentives for university personnel working in the international development field as disincentives for involvement in technical assistance projects. (9)

Henson reported that:

> USAID officials indicated that most universities are not willing or able to assign faculty to long-term overseas assignments, and faculty do not want to stay overseas for more than two years. Missions indicate that universities too often offer staff who are at either very early or late stages of their careers and who are, therefore, expendable. (10)

The survey questionnaire shed light on how universities responding have addressed this issue. While problems of recognition for international work still exist, some universities have made significant strides.

According to Greenwood:

> Cornell University has one of the most liberal leave policies of any major university. In addition, in the Colleges of Human Ecology and Agriculture and Life Sciences and in the Division of Nutritional Sciences, the administration recognizes and promotes international development activity through salary and promotion. (11)

The materials of the University of Maryland Eastern Shores (UMES) are, once again, cited as exemplary in addressing the need to provide policies and procedures to support faculty serving overseas. In Section 6.0 of its *Policy and Procedures Guidelines*, career development is covered. The section begins:

> UMES considers faculty and staff participation in overseas projects as an integral part of their professional career development and continues on to address the following aspects of international assignments:
>
> —promotion, tenure, salary and leave considerations;
>
> —performance evaluation;
>
> —accumulated leave while overseas; and
>
> —taking of leave and holidays while overseas...
>
> Associate and Classified Staff on short or long-term overseas assignment, as in the case of faculty, are treated no differently from their domestic counterparts. (12)

Yet another positive model is provided by Colorado State University. Of particular interest was the Consortium for International Development/Colorado State University (CID/CSU) Employment Agreement which reads in part:

> The required outputs on foreign assignments may differ from those normal on-campus Resident Instruction, Research and Extension activities. It is agreed that full and equal weight for activities performed under the job assignment agreement regarding the project will be the basis for considering the employee for advancement in rank and merit pay increases for the period of overseas assignment. (13)

Others within AIEA, presented slightly less supportive responses:

- ◊ An indication that no central policies existed and that each college acted according to its own guidelines (14);
- ◊ That faculty who continue on the university's payroll are entitled to have time spent abroad count towards sabbaticals, retirement, merit and promotion (15);

- ◊ Where written guidelines are not yet in place and where each case is handled separately (16);
- ◊ Where financial rewards are provided but where promotion and tenure present problems; (17) and
- ◊ The case where very good policies and procedures are in place but where implementation of those policies and procedures present problems. The difficulty within a university setting of assuring that each department applies the same policies uniformly (or at all) was cited. (18)

The bottom line is that there are model programs (UMES, Cornell and Colorado State) which establish mechanisms for proper recognition and reward of faculty and staff involved in technical assistance projects. Such guidelines, if implemented, would go a long way in alleviating the criticisms of funding agencies, to enhancing the ability of universities to recruit highly-qualified faculty and staff to international projects and to recognizing and rewarding them for their services.

• Have any mechanisms been implemented to assure that international development activities are integrated into and deliberately coordinated with programs/activities on the home campus?

Henson, et al., have researched and written on the relationship between a university's participation in technical assistance and internationalization of the university. Through a survey conducted, it was concluded that:

> Participation in development assistance has and continues to significantly influence the internationalization of universities in a number of subject matter areas. Practically all universities with a high degree of internationalization have participated in development cooperation efforts, primarily those funded through USAID. Some universities have had significant dollar volumes of business and participation in development assistance projects with limited impact on internationalization of the campus. Participation in development assistance is viewed negatively by some university administrators, especially colleges of agriculture. Participation in development assistance is usually not integrated into academic programs. Lastly, at a number of universities, participation in development assistance is frequently viewed as a source of funds rather than as a factor for internationalization. (19)

What, then, are the factors which contribute to providing the synergistic effect between technical assistance projects and internationalization, i.e., what inputs are important?

According to Yates: Mechanisms have to be created in order that the experiences and information realized from such participation is

infused back into the university. Experiences suggest at least four key ingredients to the success of the effort—faculty involvement, department and program sanctioning, administrative commitment, and the availability of resources. (20)

Nolan, on the other hand, draws a distinction between the university's participation in technical assistance projects and the notion of internationalizing:

> While there obviously are some parallels between the two things there are also considerable differences...It is easy for a president or chancellor to see (technical assistance) involvement as a great example of how one can go about internationalizing a university without having to spend any of your own money to do it...At times I worry that none of our current long term team members in Kenya are faculty members...(at least in the tenure track or tenured version of the term). (21)

Having been introduced to what publications, research, and practitioners in the field have to say, let us now examine responses from international education administrators.

Sixty-nine percent (69%) indicated that mechanisms existed while twenty-four percent (24%) said that nothing was in place. (The remaining seven percent (7%) provided no response to the question.) Looking explicitly at the positive responses (i.e., the 69% group), we see a wide variance in the approaches utilized:

- One worthy example was provided by Ball State University. The final report from a "Blue Ribbon Panel on Internationalizing the Curriculum" sets seven goals. These goals are reproduced here, with Ball State's permission, as Table 2. In the full document, each goal is accompanied by a set of action items, as well as a time line for accomplishing them. For readers interested, a more complete review of the full document is recommended. (22)
- Some (mechanisms) are being discussed and this coordination exists but not with a formal structure; (14)
- Attempts have been made in the past but no formal mechanisms currently exist. It is one of the goals of the internationalization of our campus to assure that every development activity which our institution takes on, is evaluated in terms of how it related to our goals and how our on-campus program can be strengthened and/or improved by such an activity; (18)
- The School of Education's Center for International Education has as a major focus the training of graduate students and participation in development abroad; the former are often involved in the latter, and the latter offer educational opportunities for the former; (15)

- ◊ All activities are run through departments. Seminars are major vehicles for communication with larger University community; (13)
- ◊ Not at an institutional level. Some units—e.g., the Population Center—do so; (23)
  The development of a mechanism is in its formative stages and should be in place in the next year or two; (24)
- ◊ Unit coordinators have been appointed in each of the colleges, schools and service institutes. All information is channeled through these coordinators for action at the unit level. However, the level
- ◊ of activity is minimal; (25)
  Over and above the Development Studies Committee and the seminars and other activities of the various development programs, there is no formal coordination. (11)
  Many institutions indicated that coordination of activities rested with International Program Councils or Advisory Boards.

Table 2
Ball State University Goals for Internationalization

Goal 1.	Members of the Ball State Community shall become global citizens.
Goal 2.	All faculty and staff shall have opportunities and incentives to participate in international activities.
Goal 3.	All students shall have opportunities and incentives to participate in international activities.
Goal 4.	The University shall increase the cultural diversity of the faculty, student body, and administrative staff.
Goal 5.	The University shall establish outreach programs which integrate international resources to the benefit of the community-at-large.
Goal 6.	The University's structure and allocation of resources shall reflect an ongoing institutional commitment to international activities and perspectives.
Goal 7.	The University shall establish physical facilities that promote an international environment.

If experiences of faculty involved in technical assistance projects are to impact internationalization of U.S. campuses, clearly mechanisms must be in place. To begin with, the practice of using adjunct faculty for foreign assignments (who bring nothing back to the campuses) must be discontinued.

Mutuality of benefit must be a condition for participation in technical assistance projects of the future. U.S. universities, their students and the country stand to gain as we move to the status of global citizens.

• Are regular evaluations of all development activities conducted?

As might have been expected, this area proved to produce the weakest of all responses to the AIEA Goals. In response to the question, sixty-six percent (66%) indicated that evaluations were conducted, with Cornell's response demonstrating the strongest approach to evaluation:

> Of the many activities of the university, I think development activities may actually get more than average scrutiny. The character of the proposal and contracting procedures plus the insistence by the Dean of Agriculture and Life Sciences on a robust, well-run program causes routine evaluation and in-course changes in the distribution of effort. (11)

Other AIEA members reported evaluations were conducted through annual reports (14, 26); some indicated that the evaluations were conducted as a response to contracting agency requirements (3, 27), while others indicated they were performed intermittently and/or not regularized (28, 29).

The Consortium for International Development (CID) was cited as doing a good job in evaluating projects and might be looked at in further detail as a model.

On the negative side, twenty-nine percent (29%) had no evaluations performed and three percent (3%) did not respond to the question.

Clearly, if universities are to utilize technical assistance projects to internationalize their universities, to reward faculty and staff participating, and to improve performance on future projects, evaluation must be used as a mechanism for feedback and for improvement.

• Have networks with other institutions and the private sector been established for the submission of proposals?

With the utilization of private sector firms for technical assistance projects established and likely to increase over the coming years, it is interesting to note the status of networks being used by AIEA members.

A variety of networking scenarios were presented. Only ten percent (10%) of those responding indicated that no networks were in place. Those utilizing networks reported:

- ◊ A number of different types of groupings have been developed depending on the type of proposal and the country in question. However, a greater effort could be made in this area; (18)
- ◊ Membership in consortia are popular avenues for networking, e.g., Consortium for International Development (Utah State and Colorado State); Midwest Universities Consortium for International

Activities (University of Wisconsin-Madison, University of Iowa and University of Illinois at Urbana-Champaign), the Association of Big Eight Universities (University of Missouri-Rolla, University of Kansas and Southern Illinois University at Carbondale) and the Southeast Consortium for International Development (University of Georgia);

- ◊ The university has a close working relationship with civic and business leaders (Southeast Missouri State);
- ◊ In the past, there was a good deal of this networking. The College of Agriculture and Life Sciences paired with the University of the Philippines at Los Banos for 20 years. There are a variety of network relations with specific overseas academic institutions and international research centers. Private sector linkages are just underway through the Center for International Marketing created last year at the Einaudi Center. (Cornell)

It is obvious that AIEA members already are utilizing networks to enhance their own campus capabilities. To capture future projects, however, members must do more to build networks if they are to remain competitive in the proposal process for technical assistance projects. Citing from their AID Background Paper:

> Significant constraints on funds allocated to U.S. development assistance activities, and the resulting cutbacks in USAID management staff, have led to a decrease in the number of AID-supported development projects. As the number of projects has decreased, individual projects have grown larger, demanding different types of management skills and participation...
>
> Analysis of the complementary strengths and weaknesses of the different development actors reveals that, in many instances, potential for successful collaboration does exist and may provide a route to a more economical and effective development assistance program. (1)

The future participation of universities in technical assistance projects will likely depend, therefore, on their ability to formulate meaningful linkages with the private sector, with non-governmental private voluntary organizations or with other universities (domestic and/or international). These relationships will need to be forged out utilizing the strengths of all parties to the best advantage of all. The chore will not be a simple or easy one. The value to U.S. universities, however, is great. For, if properly used, technical assistance projects have the potential for impacting curriculum and for providing rewards to faculty (both professional development and financial) at a time of limited resources within universities.

Summary

Significant strides have been made in university participation in technical assistance projects. Lessons have been hard learned from the past. Today, faculty have a much better chance for recognition and reward for services rendered internationally. Progress has been made; much more is required to achieve the status of truly internationalized universities.

Rhetoric alone will not help us to achieve our goals. The operative word in Dr. Ping's quotation is "CAN". Rhetoric *can* create reality but only when it is followed by a strategic plan, a time schedule and includes dedicated, untiring and committed people.

All of the goals of the AIEA Task Force are essential if the higher education community is to succeed, with no one aspect more important than the other. They are but pieces of a puzzle comprising the international university. International educators must strive to put the pieces together. The challenge is great; the commitment greater.

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Chapter 9

The Private Sector/Educational Partnership For International Competence*

BRIAN GARAVALIA

*Freely adapted with permission of the authors from "Spanning The Gap: Toward a Better Business and Education Partnership for International Competence," a report on the findings and recommendations of the CAFLIS Working Group on the Private Sector and International Education, John Endean, Chair; Davydd J. Greenwood and Miriam A. Kazanjian, authors.

I. Introduction

> Most managers are nearsighted. Even though today's competitive landscape often stretches to a global horizon, they see best what they know best: The customers geographically closest to home.... There is no single best way to avoid or overcome nearsightedness. An equidistant perspective can take many forms. However managers do it, however they get there, building a value system that emphasizes seeing and thinking globally is the bottom-line price of admission to today's borderless economy. (p. 152) (1)

The "nearsightedness" described by Kenichi Ohmae is not an affliction peculiar to American companies. Adaptation to the global market tests the resiliency of any company, whatever its nationality.

American companies have been able to defer the globalization process without a rapid erosion in profits, growth, and technological efficiency. The uniqueness of the American economy has permitted many firms to flourish without aggressively addressing opportunities elsewhere in the world.

Economic power has diffused to Europe and Asia, resulting in an exchange of technological and marketing skills, and consumer sophistication. For example, South Korea, Thailand, Taiwan, Singapore, and other Asian nations are emerging from Japan's shadow as modern, growing economies. The Soviet Union and Eastern Europe appear willing, at least provisionally, to enter the world trading system; also, European economic unification will as early as 1992 open a large, rich, and political stable market to the world. As a result, American companies in industry after industry find their home market under siege from overseas competitors.

Though the aforementioned may hold true, concurrently, new markets for American products, services and investments have arisen around the world. For example, free trade agreements between Canada and the United States will increase commerce between the two nations. Also, the current round of multilateral trade negotiations promises progress in liberalizing trade in services and agriculture, in securing better intellectual property protection, and in improving rules regarding subsidies and dispute settlement procedures.

Although conditions for international economic expansion are favorable, this in fact does not mean that profits will automatically accrue to American companies. To exploit new opportunities-and to defend market share in the United States-American firms must evolve into global enterprises. And unfortunately, the globalization process has been uneven. American business has not as a whole taken responsibility for expanding its reach beyond national boundaries. Wisse Dekker, chairman of the Supervisory Board of N. V. Philips states, "If Americans started doing business with other countries, they would develop greater understanding as well as more trade. And that is the most important thing, after all—that societies be open to each other. To close yourself off is the worst thing that can happen." (2)

The observation that greater trade yields greater understanding between nations served as an animating assumption behind efforts of the Coalition for the Advancement of Foreign Languages and International Studies (CAFLIS) to initiate a dialogue with the American business community.

Through a working group comprising language and area studies teachers, university, international exchange, and foundation leaders,

and representatives from the private sector, CAFLIS undertook the reciprocal tasks of documenting the remarkable resources available to improve business's international competence and learning from business what international skills will be of importance as the globalization process proceeds.

The CAFLIS report documents the work of the group. It consists of two parts. The first part (not reported in this chapter) contains the results of the survey sent to American firms of diverse size and product categories. The survey requested information about the companies' current and future need for employees possessing international competence; also identified where how their firms acquired internationally competent employees in the past, in what specific business activities internationally competent employees are most crucial, and which improvements in international education would be most desirable in helping business to meet in the future personnel requirements.

The second part of the report is, in a sense, the supply function. Through a series of case studies, it describes collaborative projects between educators and private sector to create a more internationally competent business community.

In compiling these case studies, the authors have articulated certain general principles common to successful academic/business collaborations. Taken together, the case studies and the lesson they yield offer a representative sampling of the resources available to help business to cultivate international competence. The challenge, as ever, is to find productive ways to trap those resources.

There remains a considerable lack of understanding about how businesses actually work, how investment and trade strategies are formed, how foreign markets are penetrated, to this end, the level of knowledge regarding international business practices must be raised.

CAFLIS believes that this report represents a solid contribution toward more efficiently integrating international competence into American business. Although the members of the Working Group recognize that the goal alone does not insure the successful globalization of American firms, they would argue that it is an essential component.

If companies are to overcome their "nearsightedness", they must attract and promote people who are not similarly afflicted. The outlook is hopeful. The business community is learning that, as the nation approaches the turn of the century, the most scarce factor of production is human capital. As the pool of talented employees shrinks, business simply cannot afford not to help the educational community find new productive ways to prepare students for competition in the international marketplace.

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II. Analysis of Lessons from Success

• What the Accomplishments of Selected Education, International Exchange and Private Sector Collaborations Reveal About the Creation of International Competence

As we in the United States assess the mounting crises in our ability to be a successful player in a global economy, the question that seems to confound us is, how do we raise our average? From a human resource standpoint, public opinion and a myriad of reports point to a need for general education reform, from K-12 through the professions. Many educators share the view that government and business have not done their share. There is blame enough for everyone when no single answer seems to suffice.

Increasing global interdependence has touched much of our everyday lives in the United States, from the food and drink we consume, the clothes, computers, and entertainment technology we buy, to the very air we breathe. The challenges and responsibilities globalization brings extend to no one sector alone, indeed to no one nation alone.

Distilled from the detailed information gathered are nine positive lessons we can learn from success. Some of the case studies document situations in which institutions that had virtually no involvement in international programs have become national leaders by highly improbable routes. There are examples of institutions established with one mission in mind that have radically restructured themselves to deal with the new issues. In some cases developing international competence played a key role in curriculum and instruction reform. If the paths twist and turn, in the end, these are examples of successful creativity and daring.

The playing field for developing international competence for the private sector is enormous and uneven. Major multinational corporations are having severe problems in their efforts to globalize. Small and midsize companies are challenged to penetrate new foreign markets. Elite academic institutions seem to have difficulty reorienting themselves to deal with private sector issues. The list goes on. Each sector faces a unique set of challenges, strengths, and weaknesses. There is room on the playing field for all institutions, foreign and domestic, and no one yet knows the limits of the possible. The lessons and case studies could create an appetite for new program development, and the collection of a larger set of success cases in this exciting and growing arena. The chapter will in brief identify and discuss nine Lessons from Success, and Four Case Studies with the suggestion that the reader could obtain the full CAFLIS report for complete case studies.

• Nine Lessons From Success

1. It is possible to reconcile differences among the education, international exchange, and private sectors for effective collaboration.

The Working Group's dialogue was not without some of the negative stereotypes affecting relations between the private sector, and education institutions and international exchange organizations. These stereotypes are familiar to students of American society from earlier in this century. Still like all cultural notions, stereotypes can have power.

The Working Group's decision to take an empirical route led to the discovery that differences among sectors are not irreconcilable and they do not have to agree on everything in order to collaborate. The cases provide useful perspectives on these and other stereotypical issues.

◊ Responsiveness—One such issue is whether or not education institutions are capable of being responsive to business needs, or at least of responding rapidly. Behind this notion is a conception of academia as the "ivory tower," inhabited by people whose commitment and ability in practical arenas is suspect.

Nor perhaps is the private sector as responsive and rational as the stereotypes suggests. American corporations, for example, rarely engage in the kind of long-term human resource planning that would assist the education sector in meeting future market employment demands, not to mention the corporate sector's future competitive abilities. The cases show a high degree of responsiveness under the right conditions.

◊ Academic Autonomy—While the issue of academic autonomy is important, it is no more acute in private sector relations than in academic relations with the federal government or private philanthropic foundations. Both academe and private sector have had strong influence on activities of the other. Universities receive a great many donations from the private sector, many faculty and administrators are consultants to the private sector, and occasional joint ventures between academia and private sector have worked well. The cases show this issue not to be an impediment to collaboration.

◊ Communication—All significant institutional changes and evolution take time, and involve tension and conflict, even when the participants see eye to eye. Working in the international arena also adds another dimension of complexity. These collaborations were not created overnight, they arose through a process of mutual familiarization and organizational learning. Given all of this, communication and openness contribute to success.

2. There is no one "right" way to initiate collaboration.

The case studies and the Working Group's discussion of collaborative programs provide convincing evidence of a variety of roads to

success. No corporation, university, school, or exchange organization should feel constrained by what has or has not been done before.

Business needs differ by size (small, mid-size, multinational, or global) and sector (manufacturing, service, financial). Academic institutions vary in focus and specialty. The sample of cases intends to show something of this diversity and to counter the understandable desire in U.S. education to private sector circles to one or two universal recipes for collaboration.

Despite the different beginnings, several common factors were present. Someone in a leadership role recognized the respective needs of the partners, and through insight and flexibility of mind envisioned a possible shared solution. She/he was in a position to act and had the institutional space to move making action possible. Access to resources, rapid response to the need, open communication channels, and institutional daring provided the necessary condition for successful initiation.

3. Problems can be turned into opportunities for collaboration given organizational resourcefulness and learning.

◊ Resourcefulness—Those who developed these programs had the insight to see apparent constraints as resources, problems as opportunities, a strategy most recent management manuals recommend, but few specify how. Rather than concentrating on what they did not have the resources to do, several institutions assessed their particular strengths and capabilities, matched them to a defined set of private sector needs, and by redirecting existing efforts built a successful collaboration.

◊ Organizational Learning—The variety of paths which led to the success of this strategy in each of the cases did not obscure several common denominators pointing to organizational learning as a key element in the process. Organizing and sustaining the initiative required daring, flexibility, innovation, and experimentation. Goals and objectives were not set in concrete, but broadened, narrowed, and redefined. Open communication channels clarified changing needs, and flexible institutional environments allowed for necessary evolution. These are examples of what Chris Argyris and Donald Schön call "organizational learning." (3)

4. The multiple meaning of international, multinational, and global lead to different program dimensions.

What is international is not a simple matter because the term is commonly used broadly. Although in the private sector distinctions are usually made among international, multinational, and global operations or companies, what constitutes corporate international or global skills is not at all uniform. The level of international competence required of a corporate employee may relate to a number of variables, such as the company's geographic scope (country specific, area, global), its

organizational design, and the particular job functions (commercial negotiations, marketing, strategic planning, research, legal/financial/government issues, or recruiting foreign personnel).

Multiple meanings abound for international/global education and exchange in academe as well. Some view international education as the pursuit of a particular discipline, and others view it as knowledge of specific languages and cultures. Yet, some perceive area studies programs to involve the application of various disciplines in the social sciences and humanities to acquiring knowledge about foreign countries and regions. And global education stresses the awareness and understanding of global interdependence, among nations, systems, cultures, and people and the individual's responsibility as a world citizen.

The multiple meaning of these terms often create confusion in the relationship among the sectors. Collaborations do well to define objectives at the outset, as each definition leads to different conceptual dimensions and program design.

5. International competence requires multidisciplinary approaches, a challenge to develop and maintain in the education, international exchange, and private sectors.

One of the main challenges surrounding the development of international competence is that it is intrinsically multidisciplinary. It values the linkage between science and technology, economics, politics, social structure, cultural systems, history, legal systems, and language.

International competence requires the backing of sheer business competence. This, in turn, involves research and development, manufacturing and service systems management, financial analysis, and marketing capabilities. Thus seeking to provide international competence, we are in fact dealing with a variety of multidisciplinary problems.

It is no secret that multidisciplinary collaboration is quite difficult to achieve and maintain in academia. The hegemony of the departments and professional associations work against this. It is also noteworthy that some businesses have similar problems with multidisciplinary collaboration. The manufacturing, research and development, human resources, procurement, finance, and marketing groups often do not collaborate as well as they should and end up locked in territorial struggles.

The point is that all private sector/education collaborations for international competence involve these multidisciplinary dimensions. Thus neither the difficulties involved nor the possibilities for success should be underestimated. The cases show that multidisciplinary collaborations have worked well.

6. Linking diverse institutions among the education, international exchange, and private sectors in an international arena requires organizational adaptability.

Most of the cases reveal the stresses and strains created by linking different parts of the same institution to one another in unaccustomed ways. To this are added the pressures created by linking in an international context, education, exchange, and private sector organizations, each having a very different mission and mode of operation.

To achieve the crossing of internal boundaries requires both high commitment to the goals of the collaboration and strong leadership on all sides. It is also essential that all sides understand and try to anticipate each other's internal dilemmas. Success has been driven by tolerance and understanding, not by coercion.

7. Experience-based opportunities and applied research play significant roles in the development of international competence for the private sector.

Two themes integral to the development of international competence are experience-based learning, and applied research in the social sciences and humanities. The evolution of international/global business demands and the consequent needs for innovation in professional education have served to further the importance of these two approaches in the cases studied.

◊ Experience-Based Learning—The experience-based, or experiential education movement has a long genealogy. It is a key element in advanced professional programs in law, medicine, and business, but in recent years has not been emphasized in the core social sciences and humanities curricula. Donald Schön persuasively argues in favor of this approach in *The Reflective Practitioner* and in *Educating the Reflective Practitioner*. (4) Stephen J. Kobrin concurs with the above and noted that the managers with overseas experience he interviewed and surveyed were "strong proponents of the 'being there' school of international expertise." Many argued that "you cannot learn to operate abroad, 'to play with the kids on the street,' from books alone." "Experience, travel, and assignment overseas" was found key to "developing the sensitivity and understanding necessary to operate effectively in a wide variety of contexts." (5)

◊ Applied Research in the Social Sciences and Humanities—It is well known relations between the international segments of the social sciences and humanities disciplines and the private sector have been tenuous. Less well known are the opportunities rapidly changing international business demands present for strengthening the relationship.

Part of the problem has stemmed from forces having nothing to do with international and area studies. There has been an endemic problem with applied research in the development of U. S. academic institutions in this century. Many commentators have pointed out that the increase in numbers and internal developmental processes of academic institutions have gone hand in hand with the de-emphasis on application of social scientific and humanistic knowledge to solving practical problems.

While some academics simply have no interest in collaboration with the private sector, others are inhibited from doing so by tenure and promotion criteria, and the general orientation of their academic units. These cases suggest that when some of these barriers are broken down successfully, the doors open for the evolution of innovative collaborations involving applied research.

8. Discretionary funding and resource sharing are important to the success of innovative collaborations.

◊ Discretionary Funding—New resources and/or existing resources of a discretionary nature were needed in most cases to begin and sustain the initiative. Given the new dimensions of programmatic and administrative innovations that characterized most programs, seed funding was required for the planning stage. Although new or existing resources were later committed to the program specifically, the fluidity of events called for some discretionary capability in each program's evolution.

The addition of a second Japanese language position and a new position in history for Japan specialist were supported by discretionary funds until line positions could be added at the University of Alabama (Case Study 1). Discretionary funds were complemented by external funding from the Japan Foundation and the U. S. Department of Education. Focused applications for Fulbright scholars contributed further to the academic initiative.

◊ Resource Sharing—Two commonplaces were dispelled by the case studies. One is that program start-up necessarily requires resources entirely external to the education institutions. Another is that sharing resources other than financial with the private sector is nearly impossible. In most cases, there appears to be a mix of external and internal human, material, and financial resources. Sharing more than just financial resources also seems to enrich and help sustain the initiative as individuals develop a stake in the process.

At the University of Alabama, internal resources were reallocated to make outreach seminars and research projects between the institution and industry possible. Similarly, existing resources for faculty positions in some disciplines were applied to hiring Japanologists when vacancies

occurred. For its part the private sector partner has supported faculty at research facilities abroad for joint academic-private sector research involving its own technical personnel.

The private sector takes an active role in both guiding the planning and direction of the program to reflect business realities, and in participating in the implementation. The partnership "mirrors the vital interdependence between business and education."

9. A collaborative program can heighten awareness of the importance of international competence among the sectors involved and in the community.

The collaborative programs studied had a synergistic quality, the joint action of private sector-education an/or international exchange groups had a total effect greater than the sum of any independent actions that might have been taken by each alone. The uniqueness of each case resulted in a different set of outcomes in the way international competence was enhanced within and among the sectors and the community. Four examples highlight what is possible to accomplish from a successful collaboration.

III. Programs Involving the Education, International Exchange, and Private Sectors in the Development of International Competence

Four Case Study Profiles on Developing International Competence for the Private Sector.

• CAFLIS Case Study 1

University of Alabama-Tuscaloosa/Japan Program. Prepared by Marilyn B. Emplaincourt, Interim Director Japan Program, The University of Alabama, Tuscaloosa.

• Overview— The Japan Program of the University of Alabama (UA) is an administrative unit within Academic Affairs whose purpose is to further the research, instructional, and service mission of the University of Alabama with regard to Japan. In achieving its purpose the Japan Program works with all academic and service units of the University, state and local governmental agencies, and last but not least Japanese and U.S. businesses located within the state.

The main goals of the Japan Program are to expand and utilize, simultaneously, the knowledge and talents contained within the institution and facilitate economic development while furthering research and learning which can be applied for the improvement of the quality of life. It strives to demonstrate and, at the same time, reap the rewards of cooperation between industry and academia for both parties

The program addresses the immediate need of the private sector while looking to long-term improvement of the economic vitality of the

state. Thematically, the University of Alabama Japan Program focuses upon cooperation between academia, state and local government, and industry. The program's aims reach beyond both locations (Alabama and Japan) to include the economic, political, and cultural environments in which both entities operate.

Formally identified as an administrative unit in 1986, the Japan Program is founded upon two complementary initiatives: (1) curricular and faculty development and (2) economic development. Major achievements can be seen following upon the two initiatives. The first of which is the realization of recruitment efforts to bring Japanese industry to the state and the ensuing cooperation in multiple areas of research, and the second achievement is the realization of one of the few comprehensive Asian/Japanese studies programs in the region that offers significant curricular and extra-curricular activities.

• History—A series of independent events associated with a change in the President of the University of Alabama in 1980 led to the inception of the Japan Program. The new president had experience in establishing a Japan Center in North Carolina and encouraged both the academic and development initiatives which he met upon his arrival at the University of Alabama. As recruitment for Japanese industry intensified in 1985 the two initiatives became more closely involved and the Japan Program was established in 1986 to allow for closer coordination in both dimensions. The General Motors Corporation-University of Alabama relationship (not included in this chapter) served as a model for University of Alabama-private sector cooperation with regard to Japanese industry.

• Organizational Structure—The University of Alabama, the state's oldest comprehensive university, enrolls 18,000 students making it the second largest in the state.

The Japan Program is a unit of the University of Alabama. Both cooperate with other institutions throughout the state, region, and the nation as well as in Japan. Partners with the University of Alabama in this effort are the U.S. Department of Commerce, Japan-South East United States Association, the State of Alabama Governor's Office, the Alabama Development Office, the Alabama Chamber of Commerce, the Industrial Development authorities of Alabama, the Alabama Gas Corporation, the Alabama Power Company, the major Alabama banks and businesses, and the local city councils and mayors' offices.

• Corporate Partners—The main corporate partner is JVC in Tuscaloosa. JVC America, Inc., an Alabama corporation, headquartered in Tuscaloosa, is a wholly-owned subsidiary of Victor Company of Japan, Ltd. It owns fully-automated manufacturing facilities, representing a facilities investment in excess of $130 million on a 100-acre site which employ

approximately 500 people in Tuscaloosa, 20 of whom are Japanese. The JVC Magnetics America Co. division produces videocassettes, magnetic tapes, and floppy discs. The JVC Disc America Co. division produces compact discs in CD Audio, CD Graphics, CD Video, CD ROM, and 3" CD formats. The markets for these products include domestics and foreign consumer videotape markets, U.S. videotape duplicating/ dubbing industry, U.S. computer software industry, U.S. record industry, and the U.S. information industry. They also produce CD-ROM and magnetic tape.

The linkage was begun between top management and the UA President through the university's involvement in recruitment, leadership in cooperative research, provision of needed personnel services, and assistance in co mmunity relation. The JVC response consists of contribution to the academic, cultural, and research programs and activities of UA students, faculty, and members of the greater UA community in Tuscaloosa and Alabama. JVC also works at the regional level and in Japan to promote further Japanese investment in Alabama.

In addition to JVC, other major companies involved include Sony and Mitsubushi. Smaller companies involved include American Thrustboring Corporation, Tratech, Thermalex, Inc., Honda-All Lock, Coilplus, Inc. and other joint ventures.

• University Organization—Out of a recognition for a need in the flexibility and adaptability that allows growth, the Japan Program has chosen to have for itself a leadership group comprised of the President, Vice-president for External Affairs, and Associate Vice-President for Academic Affairs. The leadership group has spawned a number of commissions and committees, in addition to standing academic committees, which advise in matters of concern and participate in planning, implementation, and evaluation of Japan Program activities. This group collaborates with the Hammita Commision (described below). Individual members of the leadership group serve as advisor to the Governor and on the advisory boards of local and state agencies.

Operationally, the leadership group deals directly with the cooperate partner in monthly meetings to determine areas in which cooperation is desirable. Modification as needed are then decided at monthly meetings (or special meetings if needed) between local JVC management and UA vice presidents. Ongoing academic and community education programs are reviewed by the vice-presidents of the leadership group through regular weekly meetings which are in turn shared with the president at appropriate intervals

• Hammita Commission—Serves as an important communication mechanism which allows input from many sectors to ensure a prosperous and

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amicable relationship among business, academia, and the community at large. The group includes the Governor, Director of Alabama Development Office, the Mayors of Tuscaloosa and neighboring Northport, Chairpersons of the Chamber of Commerce and the Tuscaloosa County Industrial Development Authority, presidents of the Tuscaloosa and Northport City Councils, publisher of the Tuscaloosa NEWS, President of Stillman College, Superintendent of the Tuscaloosa City Schools, bankers, UA administrators, and JVC management personnel.

• Programs—Collaboration between JVC and the UA are in the specific areas of information technologies involving new materials, software, and information storage. The UA units and faculty involved are from physics, chemistry, engineering, and library sciences. The UA-JVC joint research agreement will enable an exchange of UA faculty and JVC technical staff to work at respective facilities and laboratories.

Many specific activities have emerged from this effort. A few are listed here:

Joint research in information technologies both in new materials (involving faculty in engineering, chemistry, and physics), use of existing hardware (involving faculty in the Graduate School of Library Sciences) and development of new software (involving faculty in Romance Languages) that will result in new business ventures for the UA and JVC. This MINT (Magnetic Information Technology) program includes an $8 million laboratory facility, a $2 million super Chair, and several new faculty research positions.

Private sector scholarship for Alabama residents to study at UA in engineering and business.

External funding made available from the U.S. Department of Education, the Japan Foundation, the Japan-U.S. Friendship Commission for curriculum development, library development, faculty development as a result of joint initiatives and cooperation between academia and private sector.

The private sector has already hired approximately 35 graduates in engineering and business.

The academic initiative has simultaneously resulted in the following ongoing activities:

Active student exchange programs at Chiba University, Kansai University of Foreign Studies, and Dokkyo University.

New world business concentration in the College of Commerce and Business Administration with various world area specialties including Japan/Asia.

Faculty supported to go to and come from Japan through Fulbright research/lectureship and scholar-in-residence program of the Council

for the International Exchange of Scholars (CIES).

• International Competence—Japanese language training is offered upon request to Alabama businesses and to the West Alabama community at large and is only one of many conferences, lectures, seminars, and festivals open to the public/private sector. Topics range from information about Japan, its people, society, culture, and how to do business with the Japanese.

As a result of the various initiatives upon which the program is based and continues, it can be safely concluded that the leadership in the University of Alabama, the private sector, and the community recognizes that international competence is a must for the economic vitality of the state.

On campus the collaboration has resulted in (a) a new research activity in areas and discipline associated within information technologies both as users and in the development of software and new materials; units involved range from the Graduate School of Library Sciences and Romance Languages Department to the College of Engineering and the Departments of Physics and Chemistry; (b) new research activity in economics and international trade and commerce; and (c) new area studies major in Asian Studies that touches students and faculty throughout the institution.

Similarly, in the private sector, collaboration has resulted in increase in local investment in land, facilities, and employment with plant expansion from the initial magnetic tape facility to compact disc facility and the development, through joint research, of new software and materials to be marketed in Europe and the United States. The impact for the private sector of local communities enjoys both the economic impact of increased employment and the cultural and educational impact of a Japanese presence.

• Problems and Advantages—The advantages far outweigh problems, as can be seen. Problems, of course, do exist.

Academic/private sector cooperation requires many new and different reporting channels within the university. The program has had to deal with the traditional conservatism of parts of the academic leadership. For example, questions arise over how faculty who work with the program are affected in terms of tenure and promotion, or how new faculty hirings conflict with established departmental priorities for non-international specialists.

Advantages of the academic/private sector cooperation may be seen through UA faculty engaged in new research in materials, software development, and software applications, sometimes through release time and sometimes on a consulting basis. In addition to the professional

and financial benefits of their actual research, supported trips to research facilities in Japan are viewed by faculty as a distinct benefit of academic/private/sector cooperation. The cooperation also furthers the interests of Japanese companies to expand research and development capabilities beyond Japan by means of Japanese management personnel who give lectures on campus and within the community which in turn serve to increase understanding of Japanese business practices and to demonstrate in concrete terms the world business environment in which we are operating.

• **CAFLIS Case Study 5**

State University of New York, The College at Paltz Language Immersion Institute. Prepared by Henry Urbanski, Chairman, Foreign Language Department, and Director, Language Immersion Institute State University of New York, The College at New Paltz, New Paltz, New York.

• Overview—The Language Immersion Program was created in 1981 to provide opportunities for the busy adult learner to study and gain survival skills in one of 16 languages in the shortest possible time.

Since its beginning, over 16,000 people have participated in the combined Summer and Weekend courses on campus, at nearby Mohonk Mountain House; at the Sheraton City Squire Hotel in New York City; in Nice, France; Montreux, Switzerland; and Seville, Spain. This program has helped us to establish the State University College at New Paltz as a language learning center in the Northeast. It has also contributed to the dramatic increase in enrollments in the Foreign Language Department's regular language courses on campus in the last eight years.

The Program is directed primarily toward the public at large, but college and high school students are frequent participants. Most of the participants are adults from all walks of life who set aside a weekend or a two-week vacation period to "immerse" themselves in the language of their choice.

• Programs—The Immersion Program offers 16 languages - Arabic, Chinese, English as a second language, French, German, Greek, Hebrew, Italian, Japanese, Polish, Portuguese, Russian, American Sign Language, Spanish, Swedish, and Yiddish. Courses are offered at elementary through advanced levels, and class size is small - between 5 and 12 participants.

From the outset, the Immersion Program has recognized the need for rapid progress in its courses. The program attracts people with varying backgrounds, needs and aspirations. Some participants come to prepare for an imminent trip abroad, refresh and improve outdated language skills, or to develop language skills in their work.

Virtually no English is used, even at the beginning level. Vocabulary, grammar and structure are taught in a natural, conversational context. By constant use of the language over many continuous hours, participants progress with astonishing rapidity and find considerable gratification in their own success.

• Summer Course—The intense two-week summer format permits participants to enroll in any one session or in a sequential combination of sessions. Classes meet 5 days a week, 5 hours each morning, for a total of 50 contact hours. The total number of hours equals or exceeds those of regular semester course, so participants desiring college credits may earn 3 undergraduate credits per two-week session.

Participants are assigned oral presentations and written exercises and compositions daily. The College's Language Lab is available in the afternoons, and participants are assigned lab work. In the evenings, films video-tape sessions and social events encouraging use of the target language are scheduled. The sessions conclude with a graduation banquet including skits and songs in the students' targeted language. Also, presented to the students are certificates attesting to the completion of 50 hours in the language at the college level.

• Weekend Courses—The popularity of the Summer program led to the establishment of weekend courses during the academic year. Currently, 23 weekends are offered on campus, in New York and at Mohonk Mountain House. Individual weekends are self-contained units, but since several levels are offered, many students enroll for a series of weekends or come back for more instruction at a later date. Each session consists of fifteen hours of instruction beginning on Friday evening and extending through Sunday at 2 p.m.

Lunch with the instructors is an integral part of the program; and extended coffee break on Sunday enables all groups to mingle. At the end of each weekend, participants have the option to purchase the books they used during class and cassette recordings which accompany the text materials. Each weekend course is the equivalent of one-third of a college semester of work, and one undergraduate credit may be earned.

• Language Vacations—The success of other programs has encouraged us to pursue a new avenue in intensive foreign language instruction - the language cruise. The Language Vacation became a reality in 1986 with a cruise to the Caribbean on the Queen Elizabeth II. We offered 50 hours of intensive conversation and instruction during this ten-day cruise. Virtually everything on the trip - shipboard activities, meals, visits to ports, shopping, etc. - provided unlimited opportunity to use the targeted languages of French German and Italian.

The best place to learn a language is in the country where it is spoken, so the Immersion Program recently added summer "language vacations" in Nice, France and Seville, Spain, and language camp for teenagers in Switzerland. Other courses are also offered.

• Achievements—Over the years, several multi-national cooperation have sent employees to study languages in the Immersion Program. In recent years people from Phillips Laboratories, Volvo International, AT&T, Cosmair, IBM, Osram Corp, The New York State Power Authority, the United States Army, New York Office of Mental Health, and the New York Board of Education have studied various languages in the Immersion Program.

The Immersion Program has had a significant economic impact on the community and college. The College benefits from the extensive radio and television advertising which the Immersion Program conducts. The advertising constantly brings the college to the attention of the public and projects a positive image of its services to the community.

Obviously, one cannot learn a foreign language in one weekend or even a series of weekends. Fluency is developed over a long period of time. Most significant, however, is the fact that the participants enjoy the process and come out confident in their ability to learn the language. The decline in foreign language study that prevailed only a few years ago in this country has begun to be reversed in this region, and the Language Immersion Program of the College at New Paltz is pleased to be able to do its part to bridge the language gap.

• **CAFLIS Case Study 6**

Corporate Fellowship and Internship Program, National Advisory Council on Business Education. Prepared by Edith Katz, Assistant Executive Director of External Affairs Council for International Education Exchange, New York, New York.

• Overview—The Council on International Educational Exchange (CIEE), the 40 year old preeminent provider of traditional high quality academic programs abroad, has in recent years broadened its focus to include the development of exchange programs in business and the professions. Convinced that there is a growing awareness on the part of the corporate sector of the need to develop managers equipped to operate globally, CIEE endorses the growing propensity among American and foreign firms to become involved in the education process of future corporate leaders.

• Creation of the National Advisory Council on Business Education (NACBE)—The NACBE, a group of distinguished business, academic and former government leaders, was convened by CIEE in 1987 in order to elicit the support of the business community for internationalized

business education. We sought members of distinction whose presence would create visibility for our message, and met at least one of the following criteria:

- ◊ a name with wide recognition nationally and internationally, if possible.
- ◊ an executive of a corporation in a position to deliver internships to students and young professionals.
- ◊ an eminence grise, retired head of a large corporation who might have time to devote and whose support carries weight.
- ◊ representatives of prestigious academic institutions or government who could lend their names, but not necessarily do anything.

Charged with the responsibility to convene the advisory group were two corporate leaders previously known by CIEE executives and were well-known and associated in major business organizations. It took one year to put together a committee of about twelve corporate and academic leaders.

• The Corporate Fellowship and Internship Program—The NACBE met in September 1987 to consider ways to foster internationalized business education. It was recommended that a project be developed in which a number of corporations would be invited to participate by providing students and employees with fellowships for international study followed by internships offering practical work experience. As a result, three members of the committee, high level executives of AT&T, Chase Manhattan Bank, and Pfizer Hospital Products, came forward and each offered to provide a staff member to work with CIEE in a task force to create this program.

This Program is designed to be a collaborative effort between the CIEE staff and representative multinational corporations to develop a combined fellowship (for academic study) and internship (for practical training) program. The focus of the program is to be on the training of students for effective functioning in international business careers, as well as on professional development of young managers in the sponsoring corporations.

Team Aims:

- ◊ To explore fellowship and internship alternatives, building on existing CIEE academic study opportunities in the field of international business.
- ◊ To consider program design options.
- ◊ To investigate interest levels of a core group of multinational committed to participate.
- ◊ Significant Design Factors:
- ◊ Language competence.

- ◊ Culture awareness.
- ◊ An integrated international academic study and work experience Team Recommendations:
- ◊ Initial program should be reciprocal. The sponsoring corporations should send and receive students and/or employees for study and internships.
- ◊ Business and society should be integrated with a practical training experience (minimum six months).
- ◊ Flexible program participation will best serve the corporations' needs and should include: undergraduate students, graduate students, and young professionals from within sponsoring corporations or outside.
- ◊ Appropriate foreign language proficiency (set level) should be required of applicants.
- ◊ CIEE and sponsoring companies should set screening selection standards
- ◊ Sponsoring companies should commit meaningful work projects with solid mentorship.
- ◊ Education components should be tailored to participants with both technical and non-technical backgrounds.

The above recommendations were accepted and an action plan was adopted.

◊ Current Status—AT&T started off in 1989 by selecting a young Japanese employee to inaugurate their program. CIEE arranged for an academic program at the University of Pennsylvania and the young man is now pursuing an internship with AT&T in the U. S. Catalogs have gone to the 200 CIEE member colleges and universities announcing the awards of competitive Pfizer and AT&T fellowships in Japan for 1990 spring, summer and fall semesters, and Chase Bank internships to soon follow.

◊ Future Plans—This program was to have been expanded to China and will certainly go to Spain, where CIEE business programs are already in place, as soon as the sponsoring companies are ready to receive interns at their operations in those countries. Future linkage programs are on the drawing board between the U. S. and Germany, Mexico, Southeast Asia, and Italy. Meanwhile NACBE and CIEE staff are soliciting other companies to join the team to support reciprocal business education programs in existing settings or to develop new ones in other countries.

• CAFLIS Case Study 8

Moran, Stahl and Boyer Intercultural Training and Consulting Services. Prepared by Gary M. Wederspahn, Director, Design and Development Moran, Stahl and Boyer, International Division, Boulder, Colorado.

• Overview—The globalization of the marketplace in the 1980s is an inexorable and irreversible process that is rapidly changing the very nature of business and commerce. Business risks and opportunities increasingly transcend national and cultural boundaries. The new global manager must be able to manage these risks and take advantage of these opportunities. This requires a broader scope of awareness, clarity of vision and depth of understanding than was the case in the past. It also demands new attitudes, knowledge and skills.

During the 1950s and 1960s, the United States dominated the world economy. By the early 1970s, they had developed and extensive network of foreign subsidiaries around the world. By the 1970s, Europe and Japan had rebuilt their economies and caught up with the United States in several areas, particularly in manufactured goods. In the 1980s, the American dollar rose rapidly, exports declined, and Japanese and European imports surged. The Japanese and European companies were able to establish their position in the U. S. market.

Faced with increased foreign competition at home and abroad, U.S. corporations turned to private training and consulting firms to help prepare their personnel for the cross-cultural challenges of international business. The case study describes the oldest and largest of the firms providing cross-cultural services in the private sector.

• History—Moran, Stahl and Boyer's (MS&B) international services division began in 1962 as the Center for Research and Education (CRE), a non-profit organization that pioneered the establishment of the cross-cultural training and research field in the United States. After 20 years of providing services to largely public sector and private voluntary agencies, it was acquired by MS&B and combined with Overseas Briefing Associates and Michael Tucker and Associates. The consolidation of resources gave it an exceptionally broad scope of capabilities including management consulting, assessment, research, training, and counseling. Since 1979, it has been focused nearly exclusively on the needs of the major multinational corporations. It has conducted programs on over 80 countries and its client list includes over 70 companies, most of which are in the top Fortune 500. Currently, it has training facilities in London, New York, Colorado and Tokyo and conducts programs at clients locations throughout the United States, Europe and key countries in Asia and Latin America.

• Goals—The goals of each training program are determined through a process of consultation with the client and program participants to identify their specific needs, concerns and interests. Although each program's goal are custom-tailored, there are general goals shared by all programs and a learning sequence strategy that links them together.

- ◊ Cultural awareness: to become aware of the key cross-cultural concepts essential to effective intercultural business relations; also, to become aware of one's own "cultural baggage" and its influence on one's behavior and attitudes.
- ◊ Cross-cultural business skills: to learn and practice specific skills essential to effective job performance in the foreign cultural environment.
- ◊ Cross-cultural adaptation skills: to learn practical techniques for the prevention, cure and/or management of cross-cultural stress and shock.

• Resources—A wide array of MS&B resources are used by its multicultural corporate clients. Although each training program and consulting service is customized, the services can be grouped into the following categories.

- ◊ Business globalization consultation—Programs are provided to raise the level of global awareness of top management and to link business strategies, management systems and human resources policies/practices to the global corporate mission.
- ◊ Expatriate assessment and selection—For a company to succeed abroad, expatriates who can adapt and perform well in the foreign culture need to be carefully selected.
- ◊ Foreign language instruction—Training programs are conducted in more than thirty foreign languages.
- ◊ Expatriate predeparture training—Individualized and highly participative training programs are offered for families assigned to live and work overseas.
- ◊ Foreign business seminars—Training programs are offered to improve the effectiveness of executives doing business with people from other cultures in the United States as well as in other countries.
- ◊ Foreigners to the United States—Training programs are provided to foreign employees and their families assigned to the United States.

• Achievements—Over its 27 year history MS&B has trained thousands of expatriates and international business travelers. Follow-up surveys of "graduate" of these cross-cultural programs report an easier and faster adjustment to the realities of life and work overseas and a higher level of job performance. Twelve months into the foreign assignment, 92% of those surveyed indicated that they would recommend the training to other expatriates.

Their enhanced effectiveness and performance results in significant savings and financial gains for the multinational corporation. Although most major multinational companies experience and early return

rate from foreign assignments of less than five percent among career personnel, the financial loss of each failure is very high. The Conference Board estimates this rate to be about four times base salary. Therefore a failure of a $60,000 salaried employee means a loss of $240,000.

• Implications for Academic/Private Sector Collaborations—Moran, Stahl and Boyer's services are an alternative to academic programs and, therefore, ostensibly represents competition to corporate-university partnership projects. In reality, however, MS&B provides a valuable link between the business and academic worlds. It utilizes the skills of many university professors (especially those with practical international business experience and/or country-specific expertise).

As a private international business, MS&B shares common values and outlooks with the multinational corporations. Yet, necessity, it also keeps abreast of the recent developments and research findings of the academic community. Therefore, it is well positioned to be a bridge between the two.

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Chapter 10

The Process of Internationalization at Minority Institutions

JOSEPH L. OVERTON

Other chapters have discussed the issue of internationalization as it applies to the vast majority of institutions of higher education in the United States. However, there is another segment of the educational system whose primary responsibility has been to provide a system of higher education for American minorities. The largest of these groups is the institutions that service the African-American community. These institutions are usually referred to as the Historically Black Colleges and Universities (HBCUs). This chapter will focus on the progress of internationalization at these institutions.

As the 20th century draws to a close, the United States can look back on a number of significant international events that have affected its position as a world leader and which will help shape its role in the 21st century. Two World Wars, the Cold War, the Korean and Vietnam conflicts, the collapse of the Soviet Union and Communism, the rise of the Third World, and the global economic revolution are factors which have changed the U.S. from the world's most powerful economic power to the greatest debtor nation in the world.

America is being forced to change. It is still the global leader with the potential to guide the international community of over 170 nations into the 21st century. Or it can stand by and allow the leadership role to pass to Japan, the European community or other potential economic or military powers.

To lead, the United States needs leaders trained to understand and take charge of the economic, political and social forces which will control or influence the path of the international community in the 21st century.

The future generation of American leaders is currently being molded by an educational system which may be unable to train sufficiently the next generation of leaders for international leadership roles. A congressional committee recently stated: ...the well-being of the United States, its economy and long range security, is dependent on the education and training of Americans in international and foreign language studies and on a strong research base in these areas." (1) The committee went on to say "...knowledge of other countries and the ability to communicate in other languages is essential to the promotion of mutual understanding and cooperation among nations..." (2) In the final draft of a document on international education, the Association for International Education Administrators stated: "No undergraduate degree program can be considered adequate for today's and tomorrow's students if it does not require a minimal study of the international and global context within which graduates will live and work in the decades ahead." (3)

Other countries are moving ahead of the United States in the area of international education. On a visit to over a dozen major Japanese universities in 1989 the key word in education was "internationalization" which had been mandated by Mombusho (Japanese Ministry of Education). Not everyone knew what the term meant, but everyone knew that Mombusho wanted 100,000 foreign students studying in Japan by the year 2000. In 1989 there were more than 20,000 foreign students in the Japanese educational system. The concept of "internationalization" was important to Japan, a country which had gone from being a defeated country in World War II to becoming one of the most powerful international economic forces in less than 50 years.

The United States has no equivalent to Mombusho. Our educational system is highly decentralized and is operated either as state or local public institutions or private educational systems. All of these institutions can then be subdivided even more according to race, sex, religion, etc. Leadership and direction of the U.S. educational system is not always clear. Yet what is clear is that internationalization of the American educational system is the critical factor in the U.S. maintaining its position as a world force in the 21st century.

Minority institutions, such as the HBCUs, provide a vital function of educating those groups of individuals which have traditionally been excluded or ignored from the mainstream of the American educational system. "...the fact that there is a relative absence of participation of minority students (African-Americans, Hispanic, Asian, and Native

Americans) continues to go unnoticed and unaddressed in academia." (4)

Although HBCUs account for only 3% of all students enrolled in higher education in the U.S., they enroll 16% of all African-American students. (5) Furthermore, they have produced 70% of all Black graduates, 50% of all Black business executives and elected officials, 75% of African-Americans holding Ph.D.s, 80% of Black federal judges, and 85% of the Black physicians in the United States. (6)

Although these are impressive figures reflecting the success of the HBCUs, there is still much information that is not known about their roles in the educational process. As the Congressional Report Service stated in its report on HBCUs "...it should be emphasized that much of the available data on the HBCUs are often inconsistent, incomplete, or unavailable." (7) A simple example to illustrate this point is that the U.S. Department of Education states that there are 99 HBCUs in the U.S., while the National Association for Equal Opportunity (NAFEO) lists 117 HBCU members.

Historically Black colleges and universities are classified as either public or private institutions. Although 60% of them are private, 72% of their enrollment is in the public institutions. Their sizes are relatively small, ranging from an average of 1,054 students in the private schools to 3,555 in public HBCUs. (8)

Another interesting feature of the HBCUs is their funding sources. According to the Congressional Research Service Report "HBCUs receive a larger percentage of their revenues from the Federal Government than do all higher education institutions." (9) Furthermore, "A fifth of the overall HBCU revenues come from the federal government, in contrast to slightly less than an eighth of the revenues received by all higher education institutions from federal sources." (10)

The question of funding is important to note because public HBCUs rely more on federal funding and less on tuition and fees than do the majority of public institutions in the United States. This is because of the fact that minority students in the U.S. have traditionally been less able to afford paying for a higher education than the majority of Americans.

Therefore, government funding is going to play an important role in the efforts of Black institutions to improve the educational skills of their students. In efforts to internationalize the educational system at HBCUs more reliance is placed on government assistance. However, HBCUs are seeing a change in government funding sources. For the 1985-86 period federal revenues declined while state revenues for HBCUs increased. (12) Yet, the federal government is still the most important source of outside funding for both the public and private HBCUs.

To strengthen the federal government's commitment to Black institutions, Presidents Carter, Reagan, and Bush issued Executive Orders 12232, 12320, and 12677 respectively. They directed various federal agencies to increase the participation of HBCUs in government agencies. It is interesting to note that the two federal agencies that have contributed the largest percentages of their budgets for higher education to HBCUs are USAID (13%) and the Department of Education (10%). (13)

There was an agreement signed between USAID and NAFEO; and according to NAFEO, "The core objective of the Cooperative Agreement is to increase the participation of HBCUs in USAID programs through familiarization with the USAID overseas mission and project development process." (14)

In assessing the internationalization process at Historically Black Colleges and Universities the components used by the Association of International Education Administrators (AIEA) are:

I. administration
II. faculty and curriculum
III. study abroad and international exchange programs
IV. foreign students and scholars
V. technical assistance and international development (15)

• **Administration**

For internationalization to occur at Black institutions the most important element must be the support of the administrators. The higher the position of the administrator the greater the support of the process of internationalization should be. Without administrative support internationalization at HBCUs will not be successful. Administrative support can take the form of financial commitment, establishing an administrative office to coordinate and lead the process of internationalization, giving official support for a commitment to international education by incorporating it into the institution's mission statement, or encouraging faculty and other administrators to seek outside support or funding.

Yet at HBCUs the weakest commitment to international education comes from the administrators of these institutions. According to one of the top officials of the International Section of the U.S. Department of Education, one of the most serious reasons why HBCUs are not applying and receiving more funding grants for international programs is the general lack of commitment and strong leadership on the part of the top administrators of Black institutions to internationalize their schools. (16) This thinking closely corresponds with one of the statements made in the AIEA Guidelines in which it said "If the goal is to create a strong international dimension, institutions should provide an administrative arrangement which permits effective leadership to evolve towards

accomplishing this purpose." (17) This tends not to be the case at many HBCUs.

An examination of the mission statement of HBCUs will often show an omission of any mention of internationalization. Often administrators will say that it is not one of the top priorities of the university or there is no possibility of funding for international programs.

If one were to look closely at the funding applications for international grants that are received by the U.S. Department of Education from HBCUs, one would see that the initiatives come primarily from faculty. Unless these applications receive strong, continuous support from their administration, the programs will ultimately fail when the successful faculty grant writer moves on to another institution. (18)

Currently, less than 5% of the applications sent into the Department of Education for funding for the Undergraduate International Studies and Foreign Language grants programs comes from HBCUs. Yet, the most common reason given by administrators at HBCUs for not establishing international programs is the lack of funds that are available.

• **Faculty and Curriculum**

The second component that must be considered in attempting to internationalize HBCUs is the faculty and curriculum each of which will be considered separately.

The faculty is one of the strongest assets that Black institutions have in their efforts to internationalize their schools. Very often the percentage of foreign faculty at an HBCU campus is significant. These faculty could be utilized to develop international programs or to help internationalize the curriculum. However, they tend to be considered only for their academic degree. As an example, a teacher from India with a degree in mathematics will only be asked to teach mathematics without consideration of international background that could be used by the institution to establish linkage programs with universities in India or give lectures on Indian culture or history through a series of international campus festivals or programs.

Another resource that should not be overlooked is the large foreign student body found on HBCU campuses. NAFEO estimates that 10% of the student body at HBCUs are from foreign countries, especially Third World countries. (19)

Faculty at Black institutions tend to be the leaders in internationalizing both the student body and the curriculum. Yet, without the support from the top administrators, the process is going to be very slow and difficult.

One way of judging the progress of internationalization at HBCUs is to examine the curriculum at each institution for its international

content. Specifically, one should look at the degree majors that are offered at each HBCU. Such a study was done by NAFEO, which listed each HBCU and the majors offered. On the chart listed below I have selected the major degrees that have a predominantly international content. Next to each major I have listed the number of HBCUs that currently offer these major programs. The chart lists only those programs in which a student can obtain a degree. It does not include courses of an international content or focus for which one cannot earn a degree. For example, Morgan State University offers courses in both the Japanese and Arabic languages, but a student can't earn a degree in either language. Therefore, Japanese and Arabic are not listed on the chart.

Likewise, political science was excluded from the chart. Although political science majors are usually required to take some international courses, such courses are not the dominant component of a degree in political science. It may be interesting to note that only slightly more than half of the HBCUs (69) offer a degree in political science.

Finally, the figures on the chart represent levels of degrees offered from certificates, bachelors and masters degrees to the doctorate at the 117 HBCUs included in this survey.

Major Degree Offered at HBCU	Number of HBCUs Offering Degree
African Studies & Research	1
Afro-American Studies	8
Asian Studies	1
Caribbean Studies	1
Ethnic Studies	0
Foreign Languages	22
French	28
Geography	12
German	8
International Studies	7
International Business	2
Latin American Studies	1
Modern Language	8
Muslim World Studies	1
Russian	1
Spanish	30

The completed data from which the above figures were derived reveal some interesting information. (20) For example, only one Black institution in the United States, Howard University, offers a degree in African Studies. Only one HBCU, Grambling State University, offers a

degree in Asian Studies. No HBCU offers a major degree in an indigenous African language. Of all the HBCUs only seven offer degrees in International Studies; of these, only three, Morgan State University, Howard University, and Stillman College offer Masters degrees in International Studies. Only two Black institutions, Morgan State University and Howard University offer a degree program in International Business; of these two institutions only Morgan offers the Masters degree in International Business.

What the chart strongly suggests is that African-American students who wish to pursue academic degrees in the international fields will find very few HBCUs that can meet their needs.

An examination of the content of the core curriculum at the HBCUs can help to determine the progress of internationalizing these educational institutions. A random sampling of the catalogs of 71 HBCUs was done to see if any courses with an international content were part of the general education requirements. This would indicate that there has been some progress in introducing international education into the school curriculum.

The focus on the general education requirements was to answer two questions: Was there any foreign language required of all of the students to meet the general education requirements? Were there any courses with a dominant international content that were required to satisfy the general education requirements?

The results of the study are as follows:

Foreign Language as a General Education Requirement

48 schools did not require any foreign language

23 schools did require some foreign language

Courses with a Predominantly International Content

54 schools did not require any foreign language

17 schools did require at least one international course

The sample results indicate that most HBCUs do not require their students to take any international courses or foreign languages as a prerequisite for graduation.

What the two charts seem to indicate is that African-American students who wish to pursue academic degrees in the international area or wish to be exposed to a minimum of international education will be hard pressed to find a Black institution that can meet their needs. The choice for HBCUs then becomes clear. They can begin to internationalize their curriculum or see more Black students turn to non-HBCUs for their educational training.

A further problem could arise for Black institutions that traditionally had large foreign student populations, especially from Third World

nations. Often the international student population at HBCUs can be as high as 10% of the total student population for the undergraduate schools. In the graduate programs, the enrollment percentages are often higher. For example, foreign students make up 15% of the graduate school enrollment. Many of these students are coming to the United States to earn degrees in business or other areas that they can use when they return home. These students are increasingly looking for degree programs with international content, such as international business management. If the HBCUs do not adjust their curriculum to meet the changing needs of the foreign students, these students will begin to look at non-HBCUs for their degree programs.

Another group of students that HBCUs are attempting to track are both White and other non-African-American students. Again, these students are looking for degree programs that will enhance their career opportunities. Since students are finding that there is an increasing need for some international training in many jobs today and in the future, they will seek out those institutions which offer the best training.

If HBCUs are to remain somewhat competitive, they must modernize and internationalize their curriculum. This is a process that must involve both administration and faculty. This is a process which needs to be applied to both HBCUs and non-HBCUs.

• **Study Abroad and International Exchange Programs**

The third component which is an important feature of internationalizing the educational institutions is study abroad programs and international exchanges. This is one of the weakest links in the internationalization process at the HBCUs. For many students at minority institutions must work on a part-time basis to stay in school, they can't afford to take time off from their jobs to participate in study abroad programs.

The Council for International Educational Exchange (CIEE) has identified what it calls 11 barriers which it feels have impeded minority access to international opportunities, especially study abroad or exchange programs. As summarized in Dr. Carter's article the 11 barriers are:

1. program structure
2. language requirements
3. length of study
4. finance/cost of program
5. rigid on-campus requirements
6. marketing
7. admission requirements
8. lack of support of faculty/department

9. campus culture
10. state legislature-mandated requirements
11. difficulty in transfer of credits

However, these 11 barriers seem to be more appropriate to minority students at non-minority institutions.

The most important barrier listed by CIEE that would apply to the Historically Black Colleges and Universities is the cost factor. Another barrier that is not listed could be the simple lack of study abroad programs on HBCU campuses. The irony of this is that HBCUs are the traditional recipients of large numbers of foreign students; yet, they rarely send students abroad. The occasional exception to this would be the students who are sent abroad on Fulbright grant programs. Some Black institutions have established enviable records in this regard. Over the last four decades Morgan State University has been awarded over 70 Fulbright Study Abroad awards for its students which is one of the highest number awarded to any educational institution in the United States. However, the credit for this success belongs to a faculty member's many years of dedication to the concept of the importance of international education to minority students.

Dr. Holly Carter, in her article, suggests that media coverage is partially responsible for African-American students not wanting to study in Asia, especially Japan, because of their (Japanese) hostile attitude towards minorities. (23) Yet, my experience has shown that Black students have an interest in all parts of the world, including Asia. In the development of study and travel abroad programs and in modifications to the curriculum, HBCUs need to have the input of students as well as faculty and administrators.

• **Foreign Students and Scholars**

Minority institutions need to use the potential resources that they have on their campuses such as the foreign students and the foreign scholars. Both groups could contribute significantly to the success of any travel and study abroad programs by providing the networking needed to set up these types of programs at foreign universities.

Since foreign students make up a significant part of the student body at HBCUs (generally about 10%), they can have an impact on the overall view that minority students have of other cultures. Usually foreign students belong to a Foreign Students Association on the campuses. This organization can help create an international atmosphere on the campus by holding festivals, having its members give talks on their countries, and by intermingling on a day-to-day basis with the rest of the student body.

• Technical Assistance and International Development

The National Association for Equal Opportunity in Higher Education (NAFEO) and USAID have developed a cooperative agreement in which USAID will assist HBCUs in participating more fully in development and research projects abroad. NAFEO's function will be to help coordinate and act as the liaison between its member institutions and the various Federal programs of not only USAID but other Federal agencies as well. Through NAFEO the HBCUs will be able to develop more quickly the necessary skills to participate in overseas projects. This, in turn, will increase the internationalization process at the minority institutions by giving them the expanded expertise in many international fields as they relate to technical and scientific projects.

• Innovative Programs at HBCUs: Morgan State University and the Consortium-A Case Study

One of the primary reasons given for the lack of internationalization at minority institutions is the cost factor. However, some HBCUs have participated in Consortium or Cooperative Education programs which have allowed institutions to develop programs that they might not otherwise be able to offer. The Consortium or the Co-Operative Programs provide a means for offering major programs at institutions which otherwise would not have the financial resources to hire sufficient faculty or provide adequate library resources for such programs.

A case in point is the Consortium or Co-Operative Education Program in metropolitan Baltimore. It encompasses seven colleges and universities: Morgan State University, Towson State University, Coppin State University, Johns Hopkins University, Goucher College, Loyola College, and Notre Dame College. It includes both private and public institutions. Under this program any full-time student at any of these institutions may take are not available on their campus. As an example, Morgan State University is the only institution to offer courses in the Arabic language. Students from these other member institutions can take these courses free of charge.

A number of years ago Morgan State University wanted to offer an undergraduate degree program in International Studies. The decision was made to make the program inter-disciplinary for two reasons. First, it was felt that a true international program must cut across disciplinary lines in order to give the students a broad, international background. Although the program was to be housed in the Department of Political Science, it was to use courses in the Department of Business, Foreign Language, History, and Art. The second reason was financial—no one department on campus could afford to hire all the experts needed to teach the wide variety of courses offered in the program.

In order to offer an International Studies degree that was indeed international, it was decided that the students should be offered the option of specializing in a geographic area. Since Morgan could not possibly provide special courses in all geographic areas, it was decided to develop a program where, if a student wanted to specialize in Asia, for his/her International Studies degree, the student would take the core courses at Morgan. Then the student would take several courses at Towson State University which has a strong Asian concentration. Towson would offer courses which were not being offered at Morgan. There might also be some courses on Asia offered at Johns Hopkins University which the student could elect to take for credit.

Using this Consortium or Co-Operative Education program, Morgan was able to offer an in-depth undergraduate degree program in International Studies which used the faculty and library facilities of seven institutions at no additional cost to Morgan State University.

On the graduate level Morgan State University, Towson State University and the University of Maryland, Baltimore County created the Baltimore Graduate Consortium in Foreign Languages and Linguistics. Under this program the three schools pool their academic strengths in their special areas of expertise to create a core curriculum. In this program students at any one of the three campuses must take their core courses at all three universities. However, their degree would be issued by their home institution.

These types of cooperative agreements or the North Carolina Consortium for International and Intercultural Education, or the other similar consortia can provide the means for establishing international programs at HBCUs with little or not costs. The programs are popular with state and local governments because they prevent costly duplication of courses and programs while, at the same time, providing students with a much greater selection of educational offerings. They also can serve to provide the HBCUs with access to the resources of the larger educational institutions in their area.

• **Funding Opportunities**

One of the links that needs to be strengthened at Historically Black Colleges and Universities is that between the institutions and outside sources of funding. One of the reasons why NAFEO was formed in 1969 was to coordinate strategy and programs for the 117 member HBCUs. NAFEO has been a very effective spokesperson for its membership.

Realizing the importance of international education, NAFEO has even established an International Section. To promote international education at its member institutions, it has periodically attempted to internationalize both the administrators and faculty at these institutions

by sponsoring travel abroad programs to introduce them to other cultures and to establish a network of contacts between these minority universities and educational institutions in other countries. The operations of NAFEO are funded both by the Federal government and the dues of its members.

Other major sources of funding for international programs are USAID, the U.S. Department of Education, the Council for the International Exchange of Scholars, and the Council for International Educational Exchange. The last three groups are the main sources for funding under the Fulbright program.

The Fulbright program is probably the most significant and positive step taken by the U.S. government in the last four decades to foster international education and understanding. It provides funds for faculty to travel abroad for research, lecturing or both. It also provides funding for foreign faculty to visit American universities to lecture or teach for little or no cost to the host institution. It also offers grants for administrators to travel abroad. In particular, CIES sponsors the Fulbright International Education Administrators award grants for American administrators to visit educational institutions in Japan, Korea and Germany.

As mentioned earlier one of the major Fulbright programs involves sending college graduates abroad for a year to learn about other cultures and conduct research. This has been an important program for HBCUs as have the other Fulbright programs. They provide the HBCUs with a potential pool of future faculty who already are aware of the benefits of international education.

In order for Historically Black Colleges and Universities and other minority institutions to be successful at the process of internationalization, they must realize its importance to the future and be prepared to make the necessary commitment to modernize and internationalize their educational institutions.

The commitment must come from the top echelon of the administrations and must include a willingness to use the necessary resources of their universities and colleges to achieve these goals. Support for faculty efforts at internationalization needs to be strong and continuous.

The financial resources needed by the HBCUs are often available from both government and private sources. However, the institutions must create an office which is then given the responsibility for writing the grant applications and coordinating the institution's efforts to develop international programs.

It can be seen that, even in an era of declining resources, opportunities for internationalizing the curriculum can be achieved. This requires a concerted effort on the part of administrators and faculty in

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order to prepare the leaders of the future, especially those that will emerge from the HBCUs.

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Chapter 11

Developing a Strategy for Internationalization in Universities: Towards a Conceptual Framework

JOHN L. DAVIES

The considerable expansion of international activities in universities over the last decade is a phenomenon closely linked with financial reduction, the rise of academic entrepreneurialism, and genuine philosophical commitment to close cultural perspectives in the advancement and dissemination of knowledge. The principal task of this chapter is to examine some of the managerial and organizational ramifications of internationalism in universities, particularly in respect of the formulation, delivery and institutionalism of strategy. Two conceptual frameworks are used, based on the work of Keller (1983) and Davies (1990) as a means of exploring these aspects, and conclusions drawn by the author for R&D and consultancy projects and through experience of institutional life are presented for consideration.

Through the chapter, for the sake of brevity and space, reference is made to things like "international effort." This is a shorthand term to encompass under- and postgraduate education, research, consultancy, technology transfer and continuing education. It is quite appreciated that different detailed emphases need to be put on particular management practices for each of these elements.

We also assume that the international market is highly competitive for all these university activities, and that universities are therefore being driven into entrepreneurial modes of behavior at a corporate level which

do not necessarily sit at all easily with the traditional collegial and bureaucratic culture of institutions. Areas of tension are explored as appropriate.

Finally, we do not discuss the detailed characteristics of the services offered by universities. Instead, we focus on critical areas of decision-making and organizational functioning and those factors which may either facilitate or retard development.

Factors in the Development of International Strategies in Universities

It is convenient to use Keller's framework (1983) to conceptualize the principal factors in this arena. An adaptation of this is briefly summarized in Figure 1: two sets of factors are identified in the development of international strategy, external and internal. Let us consider the components of the six elements.

- **University Mission**

All universities have missions, explicit or implicit (Davies 1987) to be found in various locations (mission statements, policy papers, presidential reports, prospectuses). It would seem to be logical that a university espousing internationalism should have clear statements of where it stands in this respect, since mission should inform planning processes and agendas, resource allocation criteria; serve as a rallying standard internally; and indicate to external constituencies a basic and stable set of beliefs and values (Davies 1985). Among the issues for universities here are the following:

- ◊ Why does it espouse internationalism: is there a genuine belief in the advancement of international harmony, multi-culturalism, or are the motivations primarily for economic and financial gain? Given the financial vagaries of internationalism, a deep philosophical commitment, coupled with the belief that such activity significantly enriches scholarship would seem to be necessary, though certainly financial survival is not to be disparaged!
- ◊ What is the scope of internationalism? Does it cover the whole range of university activity- under- and postgraduate teaching; continuing education; research; consultancy; technology transfer—or is it focused in particular areas? Universities should have explicit positions on these, since mission is as much about declaring what is not to be done, as what is to be done.
- ◊ Are there particular focal geographical points for a university's international endeavors, e.g., specialization in specific regions like Latin America, Near East or whatever? Decisions on this are complex and may be conditioned by size, tradition and more eclectic considerations like specific links by individual professors.

- ◊ Some focus may be rather desirable to gain specialized cultural language, historical, political and economic perspectives, and devote scarce resources to this end. Certainly for consultancy activities and specialized curriculum, this may be so.
- ◊ Is internationalism to be a thoroughly pervasive part of institutional life or essentially marginal in nature? If the former, one would expect to see policies and practices in curriculum, finance, personnel, marketing, and research consistently devoted to the international ethic: to this we shall return.
- ◊ Is mission explicit in terms of student outcomes, capabilities? This would encompass elements such as experiential learning in other cultures, language competence; the abilities to operate effectively in other cultural settings, an in international arenas; and independence of thought and action.

Significant debates on values clearly underline all these areas of mission, together with a sense of what is feasible.

• **Strengths and Weaknesses**

Keller focuses here on programs, personnel and finance, and the general contention is that many practices in these areas have been developed by universities for purposes not of internationalism per se, but of general institutional management. They may therefore not be entirely supportive of, nor consistent with the international effort of the institution. Specific approaches may thus need to be evolved.

• **Programs**

- ◊ There are other critical issues such as:
  Is internationalism all pervasive in the curriculum, or at least as pervasive as it needs to be to fulfill the mission of the university and the needs of an international group of students? Too often one sees programs in business or law with a strong international student body which teach very nationally/system oriented bodies of knowledge which are demonstrably irrelevant to students, say, from Saudi Arabia or Chile. It might even be argued that intensive recruitment of overseas students to alleged international programs borders on the unethical.
- ◊ Is language training a central element in programs? Which languages and for what reasons? How are languages linked to other studies in, say, business or law? At what level are they taught, and what prerequisites are needed? Is overseas practice an integral part?
- ◊ Full-time programs usually encompass students from the home country and overseas, which may well imply difficult needs, learning agendas and patterns, behavior and expectation. Are program

leaders and tutors able to manage such diversity adequately?

- ◊ Providing full-time students with exposure to the international dimension may encompass the above, together with a period of study and/or work practice overseas. The integration of this period into the rest of the program provides a challenge in terms of planning, supervision, complementarity/relevance of study, and assessment. Here we see a wide spectrum of approaches from (a) the thoroughly integrated joint degree with student transfer on a systematically programmed basis and often a common curriculum and assessment to (b) a much looser arrangement largely based on credit recognition. Universities recognize the massive resource consumption of (a) compared with (b), and also the lack of flexibility to student mobility this implies.
- ◊ Providing the increasingly large part-time student body with international exposure poses different problems, at under- and post-graduate levels. There may not be time or will by student and employer to include languages in, say a part-time MBA. An in-depth experience in a foreign institution or company, may not be feasible.

It is evident in all the above, a number of imperatives emerge. The first is for flexible academic structures based on modularity or semesterization to facilitate interdisciplinary student movement and credit accumulation and transfer. The second is for an academic international audit of programs at institutional level to ensure that key international elements are present and appropriate in all courses being approved or coming up for period review. It is relatively straightforward to produce such an audit check-list consistent with mission: to gear all programs to it is a longer job. The third is a course development process which is acutely aware of this dimension, and a faculty which is oriented towards its achievement.

• Personnel

Effective delivery of internally oriented programs qualitatively depends on faculty members and non-academic colleagues, in terms of attitudes, skills and knowledge. Kuusi (1992), observes research has always been international in nature, and it has always been crucial for researchers to be communicant members of international networks to sustain their vitality and place at the frontiers of knowledge, through personal contacts, exchange of publications and reports and conferences. Traditionally, teaching and administration have probably been less internationally oriented.

Internationalism provides a series of challenges for the personnel policy of an institution. Many new or larger tasks are created, including:

- ◊ International marketing for students an projects and general grantsmanship and entrepreneurship.
- ◊ Management of international programs - admissions, assessment, student mobility, housing and social facilities for a multi-cultural student body, student services.
- ◊ Design of international and multi-cultural programs, development of materials, distance learning (Daniel 1992).
- ◊ Teaching in different languages and/or in different cultural settings.
- ◊ Financial management: fee collection, multiple income flows.

Many existing staff may be able to do the above effectively: many may not, so an ongoing process of staff development becomes important for all categories of personnel. This may include language training, country briefings, regular secondments/sabbaticals, faculty exchange programs of a structural and explicit nature, general orientation seminars, "business/administration" seminars. This is generally unsystematic at present. Much is on the job in the heat of the situation and learning curves may be nearly vertical! The case for mentorships is strong. Some courses may be set up by staff development officers, some by professional groupings on a national basis. It still has to be conceded that many existing staff are inadequate for these tasks, even though they are perfectly adequate for others. The hiring of external specialists, either as full-time staff or as consultants or agents (in the case of in-country business development) may be inescapable. Indeed, the internationally oriented university is an entrepreneurial one, with multiple objectives, and to expect all staff to implement multiple objectives personally is a recipe for the widespread dissipation of energy and specialist capability.

It also has to be recognized that internationalism produces challenges of a contractual nature, encompassing, for example:

- ◊ Working unsociable hours.
- ◊ Teaching overseas through conventional vacation periods.
- ◊ Reduction in research time, with consequences for promotion prospects.
- ◊ Possible danger to person.
- ◊ Working in various locations.

Contracts for staff, it seems, must thus be varied for particular circumstances, and not standard. Rewards of a financial nature need serious consideration, both to compensate for workload, an to reward or act as an incentive to staff to generate business. Staff who may be extraordinarily successful on the entrepreneurial side of international work may not have the same opportunity to publish as other staff: this implies additional promotional criteria/mechanisms should be found in order not to discriminate against certain staff.

Institutions have followed different lines on internationalism. Some have espoused it in grand strategic terms, and it assumes the status of a central institutional priority pursued with vigor in all domains. Personnel policy thus becomes an instrument to this end, and here we would expect to find significant attention and financing devoted to staff development, rewards, formal and structured staff exchange, etc. Other universities may prefer a more collegial approach, relying on the intrinsic professionalism and self interest of staff to carry the institution forward. This choice is, of course, apparent across various other elements of internationalism also, and we shall return to it later.

• **Finance**

Internationalism raises many significant questions for university financial management. As has been observed, some universities may well see international business as a means of ensuring financial integrity, when faced with problems of declining units of resource for home students, governmental pressures to maximize student throughput and the uncertainty of research funds. It could be argued that the search for full-cost overseas students was the first major manifestation of this in the early 1980's. Now, we see income accruing to the university from a wide range of international sources such as, for example:

- ◊ overseas student fees
- ◊ student related grants (e.g., TEMPUS, ERASMUS)
- ◊ project grants (e.g., ESPRIT, COMETT)
- ◊ consultancy overseas (e.g., World Bank, companies, governments)
- ◊ continuing education programs overseas
- ◊ research projects
- ◊ technology transfer - licensing to overseas companies
- ◊ franchising courses to colleges in other countries
- ◊ agency arrangements

Potentially then, we have rich sources of incomes.

However, to realize this potential, universities need to develop appropriate positions on a number of critical issues, such as:

- ◊ International business really has to be self-funding eventually. If not, it simply becomes a drain on the base budget of the university, affecting conventional teaching and research.
- ◊ Separate accounting or absorbed into existing accounts.

To achieve income, investment expenditure has to be put up first. This may cover a range of items: e.g., marketing and advertising for student and business; substantial travel budget; staff development budget; information system; agency fees; new appointments; institutional development in franchise colleges overseas. Pump-priming and loss leading clearly cannot last indefinitely.

- ◊ The pricing of services needs careful consideration: it is not mechanically derived from cost, but needs to be sensitive to the nature of the market itself; the ability of consumer to pay; governmental restrictions in overseas countries (e.g., on tax); cultural conventions; what other providers are offering; extent of repetitive business.
- ◊ University departments and centers clearly need financial incentives to make it worthwhile to operate internationally - fee credit; return of overhead, fair share of surplus (if any).
- ◊ Issues of limited liability and risk cover in case of work performed overseas.
- ◊ Much overseas income is unstable in nature, and needs to be worked at continually, especially in the face of increasing competition. Franchise institutions may easily decide to go independent; the university may have to work exceedingly hard to collect revenue (from students or companies); and exchange rates may fluctuate, turning healthy surpluses into depressing deficits. It follows that permanent ongoing expenditure built on unstable financial foundations should be viewed with great care.

In short, internationalism produces considerable challenges for university financial management. It is, however, likely that dependence on international finances is probably irreversible once started. Nonetheless, the university needs to be wary of sustaining commitment to projects beyond the point where continuing income is questionable. The product life cycle is probably sensibly borne in mind in this context.

• **Organization**

As is the case with other facets of entrepreneurialism in universities, the delivery of international services may take place through normal organizational units, or through specialist organs created for the purpose. We would normally expect to find the following patterns:

- ◊ Departments and faculties are principally set up to undertake under- and postgraduate teaching and research, and it follows that overseas students in these categories will normally be educated through these organs, which are the locations of academic staff expertise, and the necessary processes. A great deal of continuing education for overseas also is located here, and research and development projects of certain types.
- ◊ The delivery of industrial research and technology transfer may, however, be split between departments and specially designed organizational forms such as centers, institutes or spinnovation centers, university companies or incubation centers. The assumption here is that traditional departments are not set up for the more

- ◊ volatile entrepreneurial activities requiring specialist personnel, swift responses, business financing. This may also be true of larger multidisciplinary projects of continuing education overseas which may best be handled by specialist centers.
- ◊ Apart from specialist units to handle both national and international work, it is clear that research contract offices and industrial liaison offices have a significant role to play in the technical and financial development of overseas contract work. Whether all the existing expertise is present is another point.
- ◊ International offices have become especially significant of late in the generation of contacts and intelligence, on which subsequent business flows - whether in terms of overseas students, contracts for R&D. This is usually paralleled by a Vice Rector holding a portfolio for international affairs.
- ◊ Increasingly, universities may confront the problem of large numbers of potential undergraduate students in overseas countries without the cash to travel to Europe, Australia or US, but without sufficiently large local system to provide education in situ. This gives rise to institutional partnerships, franchise arrangements overseas with local colleges, branch campuses in particular countries or joint degrees. A whole host of issues arise here such as: the selection of the local delivery center; up front investment; continuing staff and materials development and support; customizing the curriculum; marketing; ensuring acceptable standards of delivery and assessment; and ensuring good quality staffing. Each of these could be the subject of a long discussion.

Finally, we should note the organizational tensions apparent in the above. These include:

- ◊ Difficulties of long range control of franchise operations.
- ◊ Problems created by central marketing units developing business at a rate beyond which those responsible for delivery can cope.
- ◊ Fragmentation of effort between central organs and departments.
- ◊ Staff overload.
- ◊ Equitable sharing of costs and revenues.

Hopefully, these problems are resolvable over time: we return to them later in the chapter.

- **Externally Perceived Image and Identity**

This is the mirror of the first internal factor discussed (mission). The issue may be simply stated: it is not too satisfactory for a university to have and to believe in a mission impregnated with internationalism, if external constituencies with which the university purports or hopes to do business, neither:

- ◊ know of the mission, nor...
- ◊ subscribe to it, nor indeed...
- ◊ believe in the credibility of the institution to deliver all or part of it.

In short there is a difference between university rhetoric and the perceptions of reality held externally.

There is, of course, no doubt whatever about the international credentials of many universities in teaching or research, though in particular detail, the reputation may be based on professors long since departed! It is newcomers to the scene who may have the greatest problems in convincing a skeptical audience, though success certainly breeds success.

A number of factors are important here:

- ◊ What does the university choose to emphasize in its marketing and hence its market positioning? This may be quite different for different national markets for international students. The consumer is seeking a fit between perceptions of his own status and those of the institution.
- ◊ Its "propaganda" should clearly be realistic, and not extravagant in claims of pedigree or achievement.
- ◊ How does the institution find out what its standing is in the eyes of (potential) consumers? In the end, there is no substitute for personal dialogue and negotiation as a means of clarifying understanding.

• Trends and Opportunities in the Market Place

The international market place is clearly complex and volatile, in terms of national cultures; national an international developments in education, finance and politics; labor markets; conventions and legal prescriptions. It is obvious to say that universities need to be aware of changing trends and opportunities in the market place, but quite another thing to realize this.

Inevitably, an institution will reconcile itself to the fact that it will have to segment its international market and focus on particular opportunities. These might relate to, for instance:

- ◊ A particular geographical region or country, on which it will become especially knowledgeable.
- ◊ Specific international or intergovernmental institutions with which it will endeavor to undertake continuing business.
- ◊ A specific segment of its own work which will receive prioritized treatment and support, say agricultural economics, bio-medical sciences or business studies.

In respect of the segment, or a combination of segments, the university will then become authoritative in terms of:

- ◊ key influentials to work with
- ◊ cycles of decision-making
- ◊ grant rules in terms of negotiations and grant acquisition
- ◊ emerging trends in science, the economy, politics and funding
- ◊ which could be the basis of future business
- ◊ financial policies/techniques appropriate to the segment
- ◊ sources of information and leads for new developments

This approach, of course, does demand selectivity and targeting, and a considerable amount of discipline and application throughout, which might not sit easily with the eclecticism of collegiality.

• **Assessment of Competitive Situation**

Universities are undoubtedly in a competitive market internationally, and the nature of the competition will differ in terms of the market segments exemplified in the previous paragraph, and also in terms of various types of activity such as undergraduate and postgraduate education, sponsored research, technology transfer and continuing education. Some markets will already be presided over by a major provider and some by a cartel of local institutions, or a cartel of local and other national institutions. Some may be populated by several providers, none of whom has secured a particular advantage - and so on.

Universities thus may play different roles in competitive positions internationally, for instance, as

- ◊ Leaders - they decide the conditions under which other players operate.
- ◊ Challengers - they take on the leaders and hope to supercede them. This normally requires substantial investment of various kinds.
- ◊ Followers - they are content to do business at an acceptable level of activity and under acceptable conditions.
  Strugglers - they are unable to break effectively into a market; income just will not sustain ongoing efforts, and additional expenditure is not possible.
- ◊ Nichers - they find a particular market segment untenanted by others, and secure a near monopoly positions for a specialist service.

What specific roles an institution might play in particular markets is not only a function of its own capabilities, but also the competition's strengths and weaknesses. A detailed assessment of these would thus appear to be necessary before too much effort and expenditure is committed - and failure to do this is a common weakness amongst universities. A number of factors relating to competitive strengths and weaknesses would need to be assessed comparatively, including in no particular order of importance:

- ◊ mission and tradition
- ◊ experience and expertise in particular market segment
- ◊ successes and failures - and why
- ◊ institutional style of negotiation, influencing, and doing business
- ◊ knowledge of market segment, including its power structure
- ◊ committed resource to segment
- ◊ financial buoyancy, costing and pricing policy, and ability to commit pump-priming funds
- ◊ characteristics and quality of services offered, including developmental help, back-up, to clients
- ◊ big names
- ◊ ability and flexibility to enter into consortia and alliances.

This last point is significant since it may offer considerable scope for networking - if it can endure to each partner's advantage.

The above seems to call for a strong competitive urge and analytical capability on behalf of universities. Leading institutions and professors have always had this in specific areas. Developing this to a corporate level is , however, a quantum leap, of which not all are capable.

• Reflection

The formulation of a coherent international strategy is thus not at all easy. The risks are considerable - to reputations, finance, and also in goal displacement. Implementation issues are another area to which we now turn.

• Institutionalization of Approaches to Internationalization in Universities

Whilst, as we observed, universities have traditionally been internationally minded in terms of research and scholarship, the focus and implementation of this has often been at the departmental or individual level. When we consider the factors currently fuelling internationalism, the pace and ferocity of the imperative is astonishing. This in turn seems to necessitate the adoption of more proactive modes of policy formation and institutionalization of these policies.

Institutionalization may be viewed along two dimensions (Davies 1990)

- ◊ Some universities will take aboard international elements in a sporadic, irregular, often knee-jerk way, with many loose ends in terms of procedure structure. Others will develop precise explicit procedures in an ordered and systematic manner. There is thus a spectrum from the ad hoc to the highly systematic.
- ◊ For some universities, internationalism is essentially a relatively marginal activity-an interesting and stimulating addendum to a predominantly regional or national focus. For others,

internationalism is highly central to their work and permeates every aspect of institutional life. We thus have another spectrum from marginality to centrality.

These two dimensions can be combined in a matrix (see Figure 2), and universities may place themselves in one or other of the four quadrants. Let us describe briefly some of the typical operating characteristics of institutions in each quadrant.

• **Quadrant A: Ad Hoc—Marginal**

The amount of international business is relatively small: some overseas students; a small amount of consultancy or continuing education. Research linkages will largely be confined to motivated individuals and arrangements for changing and financing are variable and unsystematic. A weak data base exists on opportunities, competitions and trends in the international market place and little systematic assessment of opportunity occurs.

• **Quadrant B: Systematic—Marginal**

The amount of business is still relatively small, but is well organized. Areas of international activity are precisely identified, and correspond with fields of internal strength and market opportunity. Projects and effort are focused on particular market segments in which the university will endeavor to become expert and niche marketing is usual. Costing and pricing are accurate and realistic. A small number of institutional agreemen are meaningful and work. MIS and supporting procedures are clear and relevant. Staff training is limited but related.

• **Quadrant C: Ad Hoc—Central**

The amount of international business is considerable across a number of different categories and a wide range of market segments and client groups. Whereas there may be some strong areas, marketing is usually ill-focused. Curriculum may not be particularly geared to international issues in any coordinated way. Acceptance of projects is usually on a knee-jerked basis. Costing and pricing are eccentric. There is a tendency for a sizeable number of institutional agreements, many of which are not operational but largely rhetorical. Central marketeers often financial imperative is strong. Tensions are rife. Support services are often not geared to considerable international effort, and ground rules change with bewildering rapidity.

•**Quadrant D: Central—Systematic**

There is a large volume of international work in many categories, which reinforce each other and have intellectual coherence. The international mission is explicit and followed through with specific policies and supporting procedures. The data base is extensive and regularly updated. Agency arrangements exist in overseas countries, as do partner

institutions for the delivery of programs, with clear and effective operating procedures. Personnel and curriculum policies are continually appraised and readjusted to support the international effort. Financial management is highly systematic, as are inter-institutional linkages. Substantial financial commitment to international projects is apparent. A dedicated organizational structure to support a range of international efforts is in place, and the tension exists between these organs and mainstream faculties is usually constructive. Reward and incentive mechanisms are properly used. Some important points arise in the context of this framework

- ◊ Universities should be able to locate themselves at an appropriate position on the matrix - honestly!
- ◊ Most universities will start their international endeavors in Quadrant A. If the external pressures towards international entrepreneurialism are strong and finances precarious, speedy development will usually ensue, resulting in corners being cut. Movement to Quadrant C is then usual.
- ◊ In this case, universities may remain in C for some time before hopefully moving into Quadrant D where some stability may develop, often as a result of firm leadership.
- ◊ If external circumstances are not too severe, a movement from A to B is more likely, so that system may be put in place before planned expansion into D. This is probably a preferred route in an ideal world, but not always possible.
- ◊ Universities, apart from identifying where they are in terms of A, B, C, or D, should also ask where they want to be, and plan the move accordingly.

It is worth using a conceptual framework such as this to reflect on the dynamics of internationalization, rather than merely go hell-bent on the creation of policies and structures and in beating the bushes for business.

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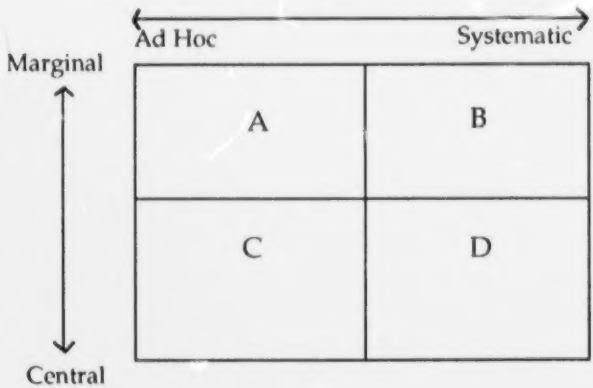
Figure 1
Elements in the Development of International Strategy in Universities

Adapted from Keller (1983)

Figure 2
Institutionalization of Approaches
to Internationalisation in Universities



Chapter 12

The Need for a Definition of International Education in U.S. Universities

STEPHEN ARUM and JACK VAN DE WATER

What is "international education?" We use the term more and more yet seem to pay less and less attention to what it means. Why? Do we assume everyone knows what it means and agrees with the way we use it? Has it become so generic that it does not require any definition? Or is the term "international education" so ambiguous, so nebulous, that it defies any easy definition so it receives none at all? This chapter explores these questions, traces the use of the term and prior definitions of it before proposing a definition based on recent developments. The goal is to give the professional international educator an understanding of how the term evolved and provide the basis for further efforts leading to a common definition and a consistent use of the term. As we look to the future, it is increasingly important to define the terms that define our emerging profession and work toward a higher level of understanding regarding what we mean when we use the term "international education."

This chapter is written from the perspective of U.S. higher education. We do not intend any slight to our colleagues from other educational systems and we recognize the need to broaden our scope. That, we hope, is a chapter for a future publication.

This is a time of transition and tension for the international dimensions of higher education in the United States. The transition is not proceeding smoothly, but a fundamental shift is taking place. Educational institutions are beginning to realize that international interdependence is a present reality, not an abstract theory. This realization is producing remarkably diverse responses. Colleges and universities are

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examining general education requirements, administrative structures, promotion and tenure policies, accreditation standards, cultural diversity, student services and other dimensions of education, all within an emerging international framework.

The transition is impeded by the historical ethnocentrism of Americans caused by our huge land mass isolating us from other countries and discouraging us from learning foreign languages. We have also ignored much of the rest of the world historically by our perceived need to concentrate our energies on creating a unified and developed country from masses of immigrants from all over the world. The underlying tension related to this transition is also the result of a lack of financial resources to be applied to the process of change. Assigning a higher priority to international programs and services implies an increased commitment of resources. For most colleges and universities, this involves internal reallocations, external funding, or both.

The transition is being forced upon us by the rapidly changing role of the U.S. in the world. Our national self-sufficiency is now only an historical memory. We are increasingly dependent on an international or global economy. One has only to read a regional, state, or city newspaper to see the impact of foreign events on our daily lives. Instantaneous communication around the world is now a reality challenging our ability to communicate and understand our allies and enemies, as well as to be able to resolve conflicts with them.

These changes are now so pervasive that our educational institutions have begun to come to grips with this increasing interdependence and to consider its relationship to teaching and learning. The process of change has, as usual in U.S. higher education, produced diverse responses and made generalizations difficult. It is not difficult, however, to recognize that "international education" is now a significant component of the educational process and has a higher priority than at any other time in this century.

What remains difficult is to define the term "international education," to have a consistent frame of reference in regard to describing the changes taking place, and to clarify communication in the process. And these difficulties become increasingly important as more and more people become involved in the debate as to how to strengthen the various components of education that have an international dimension.

• Confusion in Defining International Education?

"International education" has become a common term in U.S. higher education. It has gained widespread acceptance, although the generic use of the term causes considerable confusion, because it is employed in a variety of ways that may be conflicting or at least

inconsistent. The concept "international education" means different things to different people. In article after article, in report after report, and at conference after conference, the terms used to refer to the international dimension of education vary tremendously.

For example, Clifton Wharton, former president of Michigan State University and chancellor of the SUNY system, introduced his talk at the 1983 meeting of the American Association of State Colleges and Universities by saying:

> I am not going to attempt here any lengthy or rigorous definition of what I will be calling 'international education' or, for occasional variety, 'global education.' There has been so much attention to the matter lately, ranging from state level debates like that conducted by New York's Board of Regents to national bodies like the Perkins Commission, that any practicing educator ought by now to have a pretty fair idea of what we are talking about. (1)

But do we have "a pretty fair idea of what we are talking about"? R. Freeman Butts, professor emeritus of Teachers College, Columbia University, believed that "international education" had an "imprecise meaning:"

> To be sure, it has often had an imprecise meaning, because so many different people have assigned different enterprises to it in the course of its usage...Much of the trouble in the past has been that the term has had multiple and often vague connotations for many different types of activities. (2)

To make matters worse, professionals and non-professionals alike use some of the following terms interchangeably: international education, international affairs, international studies, international programs, global education, multicultural education, global studies, the international perspective, and the international dimension. However, they all probably agree with Stephen Bailey's point that, "Vague, ambiguous and multifaceted as it must remain, the phrase `international education' warrants our concern and sustained attention." (3) Bailey's remark about the confusion over terminology in 1963 is even more relevant today.

It is interesting to speculate why there has been so little concern for a more precise definition. Little need has been felt for definitional clarity, because each constituency has seen international education from a different perspective, and rarely have they had the need to see it as a whole or totality. Thus, what difference would it make what you called the totality? Such holistic or integrated vision in most academic matters is, unfortunately, more the exception than the rule. This lack of definition may have served its purpose, encouraging everyone to do his or her own

thing. Also, the youthful period of the growth of international education has required so much energy to develop all of the many aspects of international education that little time was available for the difficult task of definitional clarity.

With the maturing of international education over the last 40 years, it is time to initiate discussion of a set of definitions for international education and its constituent parts. Hopefully, this effort will encourage others to refine the definitions still further, until eventually a consensus is developed. In the process, a greater awareness of the need for a definition will enable the proponents and participants of international education to talk more knowledgeably among themselves and, eventually, to a broader population. Students of international education should also be the beneficiaries of a clarity of terminology heretofore missing. Attention to defining terms should also facilitate communication between the practitioners and funding sources such as the U.S. Congress and private foundations. These sources need to know what it is that proponents are advocating when they use certain terms.

For example, Herman B. Wells, former president of Indiana University, in analyzing the reasons for the non-funding of the International Education Act of 1966 concluded that:

> One of the readier explanations involves terminology: 'international education' on the legislation was confusing to some members of Congress, who perceived the Act, not as a support of the U.S. educational community responsibilities, but as a direct contribution to the development of education in other nations. 'Another piece of aid legislation,' was a complaint commonly heard on Capitol Hill, indication that funds for overseas development were considered to be already sufficient. (4)

Lack of precise understandings of terms like "international education" can, therefore, have serious consequences. What, then, is international education? An examination of what or who the term "international education" describes in U.S. higher education reveals that there are some fairly consistent patterns emerging. Let us examine several definitions of the term "international education."

• Definitions

In the literature on international education there are two types of definitions: one type discusses the ultimate purpose or rationale for all the people and programs involved in international activities and the other focuses on who is involved, the people and programs, and how they are organized and structured. An example of the first type would be the following:

> ...the social experience and the learning process through which individuals acquire and change their images of the world perceived as a totality and their orientation toward particular components of the world system. (5)

Another example of this type would be those who believe that international educators should be striving to prevent a nuclear holocaust by teaching students the value of learning about global problems. In each case, the emphasis is on the goals people involved in international education hope to achieve.

Let us look at examples of the other, more organizational type of definition of international education. The first two definitions are fairly general in nature. Scanlon's definition is the most general:

> 'International education' is a term used to describe the various types of educational and cultural relations among nations. While originally it applied merely to formal education, the concept has now broadened to include governmental cultural relations programs, the promotion of mutual understanding among nations, educational assistance to underdeveloped regions, cross-cultural education, and international communication. (6)

Fraser and Brickman defined it a bit more specifically:

> International education connotes the various kinds of relationships—intellectual, cultural, and educational—among individuals and groups from two or more nations. It is a dynamic concept in that it involves a movement across frontiers, whether by a person, book or idea. International education refers to the various methods of international cooperation, understanding and exchange. (7)

The first part of each definition talks about the general types of relations among nations, rather than international education as it appears in U.S. universities, which is the topic of this paper. However, the kernel of our definition of international education appears in that each definition includes references to the tripartite definition that we present below. In an earlier work, Arum divided international education on U.S. university campuses into three major components and analyzed each with its sub-components, who the participants were, how they were trained, what their professional organizations were, and what their funding sources were. Then he examined similar questions at the national level. (8)

The tripartite definition we develop is relevant to these general definitions in several ways:

1. INTERNATIONAL STUDIES—is equivalent to Scanlon's "cross-cultural education" and Fraser's and Brickman's "international understanding."

2. INTERNATIONAL EDUCATIONAL EXCHANGE—is equivalent to Fraser's and Brickman's "international exchange."
3. TECHNICAL COOPERATION—is equivalent to Scanlon's "educational assistance to underdeveloped regions" and Fraser's and Brickman's "international cooperation."

Now, we will examine several other more specific definitions and see how they fit our outline. In an issue of the *Review of Educational Research*, Spaulding, Singleton and Watson used the following definition:

> The three major areas of interest associated with international education are international relations and cooperation in education; cross-national movements of educational materials, students, teachers, consultants, and aid; and education for international and cross-cultural understanding. (9)

Butts defined it in another way:

> If the scope of inquiry is thus limited to the somewhat more manageable proportions of "organized education," international education may be thought of as embracing the programs of activity which identifiable educational organizations deliberately plan and carry out for their members (students, teachers, and closely related clientele) with one of (or possibly both) of two major purposes in mind: a) the study of the thought, institutions, techniques, or ways of life of other peoples and of their interrelationships; and b) the transfer of educational institutions, ideas and materials from one society to another. (10)

Whereas Butts seemed to omit reference to international educational exchange, Deutsch defined it in a more complete way:

> Even a brief review of the literature reveals that 'international education' has been used as a generic term to include: the study of non-Western cultures; education for world understanding; American studies abroad; programs of educational exchange, of both students and teachers; and university programs such as educational technical assistance and institution building in developing nations. (11)

Finally, the person who defined it most specifically and accurately from our perspective is Maurice Harari:

> International education is an all-inclusive term encompassing three major strands: a) international content of the curricula, b) international movement of scholars and students concerned with training and research, and c) arrangements engaging U.S. education abroad in technical assistance and educational cooperation programs. (12)

In examining these definitions for the components of our tripartite

definition of international education, we arrived at the following:

1. INTERNATIONAL STUDIES—is equivalent to Singleton's and Watson's "education for international and cross-cultural understanding" and Butts' "the study of the thought, institutions, techniques, or ways of life of other peoples and of their interrelationships," and Deutsch's "the study of non-Western cultures; education for world understanding," and Harari's "international content of the curricula."
2. INTERNATIONAL EDUCATIONAL EXCHANGE—is equivalent to Singleton's and Watson's "cross-national movements of...students, teachers;" or Deutsch's "programs of educational exchange, of both students and teachers," and Harari's "international movement of scholars and students concerned with training and research."
3. TECHNICAL COOPERATION—is equivalent to Singleton's and Watson's "cross-national movements of educational materials,...consultants, and aid;" and Butts' "the transfer of educational institutions, ideas and materials from one society to another;" or Deutsch's "university programs such as educational technical assistance and institution building in developing nations," and Harari's "arrangements engaging U.S. education abroad in technical assistance and educational cooperation programs."

Each of these major areas has numerous components, but the term "international education" usually refers to activities involving more than one such major area, and, often, it encompasses all of them. A preliminary definition could simply state that international education consists of all educational activities of any kind involving people of two or more nations. It should be noted that "international education" as a comprehensive, umbrella-like term for all international activities has been evolving from before the 1963 lament of Stephen Bailey regarding the confusion over terminology. This evolution is interesting, informative and helpful in arriving at a more precise definition.

• **History of the Term**

One of the first times the term "international education" came to public attention in this century was with the establishment of the Institute of International Education (IIE) in 1919 in New York City. The first bulletin of the IIE stated that it was thought to encompass all of "the major activities in international education:"

> ...the Institute should represent American education vis-à-vis the rest of the world, administering fellowships and visiting professorships, welcoming foreign scholars, arranging itineraries of foreign educational missions, holding conferences on problems

> of international education, and conducting activities of a similar nature...In this way the major activities of international education have been concentrated in the Institute. (13)

While this sounds primarily like the field of international educational exchange, the bulletin also describes in some detail the work IIE did regarding International Relations Clubs on college and university campuses. IIE not only sent U.S. and foreign speakers and books to campuses, but also held an annual conference on an international relations topic, sponsored jointly with the American Historical Association and the American Political Science Association. Thus, it appeared that two of our three international education categories (international studies and international educational exchange) were present in this early use of the term.

The term international education was used in many of the most familiar publications on the international dimension of U.S. higher education throughout the 1950s, 60s, 70s, 80s and even now in the 90s. In chronological order these publications were:

- Government Programs in International Education (A Survey and Handbook), Committee on Government Operations, U.S. House of Representatives, 85th Congress, 2nd session, Washington, D.C., Government Printing Office, 1959.
- David G. Scanlon, International Education, a Documentary History, New York, Teachers College, Columbia University, 1960.
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- Robert E. Ward, National Needs for International Education, Washington, D.C.: Center for Strategic and International Studies, Georgetown University, 1977.
- Olin C. Robinson, Toward a Definition of International Education,

Washington, D.C.: National Association for Foreign Student Affairs Newsletter, vol. 29, no.9, Summer, 1978.

◊ Helen R. Wiprud, International Education Programs of the U.S. Government: An Inventory, Washington, D.C., USDOE Federal Interagency Committee on the International Education Task Force, 1981.

◊ Earl L. Backman, editor, Approaches to International Education, New York, MacMillan, 1984.

(Additional examples are listed in reference 14)

Thus, throughout the past three decades, important publications in this field have employed the term "international education" as the overarching term for all aspects of international activities and programs on U.S. campuses.

• **Recent Usage of the Term**

In 1966, Congress passed The International Education Act (IEA), which confirmed the use of the term to define the various international components of education. As the House Committee Report accompanying the bill stated:

> The Committee is particularly interested in seeing broad support under the Act given to a diversity of high quality programs. The Act is designed to make it possible for the federal government to bring about a basic improvement in its relationship with our colleges and universities in international education (emphasis ours). Rather than simply buying a commodity defined in narrow terms, the federal government would instead make a conscious, systematic and long-term investment in this facet of U.S. education. (15)

Although the IEA was never funded, the common use of the term "international education" was encouraged by the title of the bill and the widespread attention and support it received. At this point, the term started to appear more frequently in educational publications, especially among the small number of faculty involved in the development of comparative education in the U.S. The George Peabody College for Teachers published *Research Monographs in International and Comparative Education* beginning in 1964 (Stewart E. Fraser, Editor). These included a volume entitled "International Education: Understandings and Misunderstandings," published in 1969. It is clear from the content of these publications that the term "international education" was becoming a general term. In some cases, its use was more narrow in scope and closely related to comparative education.

The evolution of the term to its present use appears to have happened slowly but surely throughout the 1970s with no one event or publication representing a significant turning point. For example, Title

VI of the Higher Education Act of 1965 (PL 89-329-until 1980 called Title VI of the National Defense Education Act) contains several important international components. The legislation provided federal government support for International and Foreign Language Studies (Part A) and Business and International Education Programs (Part B), but the name given to the entire section of the legislation was (and is) "Title VI—International Education Programs." Also, the name given to the office that administers this legislation is the Division of International Education.

International education is now a general term used in the same manner as biochemistry and cultural anthropology, but it does not serve to define an area or sub-unit of an academic discipline. It is seldom used to refer to the international aspects of the curriculum, programs and services of a college of education. Its use is in a broader framework, referring to the international dimensions of the entire institution's curriculum and diverse programs, services and activities that are international in focus. This distinction can create confusion and produce interesting problems, especially as schools and colleges of education strengthen their international components and seek appropriate new terms to describe their international programs and services.

Whereas comparative educators have debated for years the methodological questions related to whether or not comparative education is a discipline or a multidisciplinary field, international educators, on the other hand, have been concerned with institutional policy issues, administrative structures, and the broad questions related to the international dimensions of all disciplines and all parts of an educational institution. This is consistent with the definition we will give to international education.

The process of attempting a definition of international education is one that quickly becomes very complex. The Comparative and International Education Society has spent 30 years debating varying definitions of comparative education and attempting to differentiate between international and comparative. (16) In 1969, the Comparative Education Society became the Comparative and International Education Society (CIES), thus recognizing implicitly two major constituencies in the field. Philip Altbach, the editor of the Comparative Education Review wrote in a recent editorial as follows:

> Traditionally, the comparative educators have been scholars working mainly in universities, training graduate students, and producing research and scholarly articles. ...Internationalists, on the other hand, are considered to be the users of research rather than the producers of scholarship. (17)

This distinction is consistent with the fact that, at present, the term "international educator" is commonly used to refer to a person holding a primarily administrative position. This consistency is qualified by the diversity of these administrative positions. A university may or may not have a central international education office with a director, dean, or other administrative position. The consistent element in the use of "international education" is to refer to multiple activities, programs and services for which the primary focus is international.

• **Conclusion**

It is not difficult to conclude that international education is becoming a common term in the vocabulary of U.S. higher education. There is a recently organized Association of International Education Administrators (AIEA), consisting of university representatives with "multiple international responsibilities." New administrative offices and positions have been established throughout the U.S. that use "international education" to communicate the central location of and responsibility for a variety of international programs and services. At the national level, the American Council on Education has a Commission on International Education, and the federal government continues to use the term to refer to legislation dealing with a variety of international programs and services.

The need for a common definition of international education is more and more evident as the term is used to refer to and describe the important transition taking place in U.S. higher education. As more serious attention is given to this transition, the need for defining the terms by which we communicate becomes more relevant. To debate the importance of international education requires an accepted definition of what is being discussed. To propose funding international education requires a common understanding for what purpose the funds will be spent. To develop a sense of professionalism among international educators requires an understanding of how the profession is defined. To fail to provide a definition is to encourage misunderstanding, confusion, and a lack of clarity to the process of change involved in the transition to educating for an interdependent world.

Our assumption all along has been that it is possible to suggest a definition resulting from an examination of the term "international education." Furthermore, it is important to recognize the importance of a definition and to begin to use it in a consistent manner. We do not suggest that our definition is the only correct one and should be used at all times. We do consider it important to recognize that part of our professional responsibility includes defining the terms we use to describe ourselves and the work we do.

To conclude this examination of the term "international education," a suggested definition is that it refers to the multiple activities, programs and services that fall within international studies, international educational exchange and technical cooperation.

ENDNOTES

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Chapter 13

University Ethos: The Spark, The Flame, The Fire

CHARLES B. KLASEK

Not too many weeks ago, finding myself with a few moments of idle time, I chose to accept the challenge of a crossword puzzle. The very first clue for a nine-letter word was "ethos." The creator of that puzzle suggested then that the correct response was "character." The ethos of something was for it to possess character.

In the first chapters of this book, the authors examined separate topics which as a task force we deemed vital to the internationalization of an institution of higher learning—administration; students; faculty; curriculum; technical assistance; inter-institutional linkages; community outreach; public/private sector interaction; and ethnic, cultural, and international diversity. Alone, each area represents a unit of activity upon which international affairs on campuses focus. Taken together, they are the "stuff" of which university ethos is created.

Maurice Harari agreed. He noted:

> Having many international students on a campus or an international contract abroad does not make that institution international. Having some courses on Asia, Latin America, Africa, or Europe in the curriculum helps but does not do so either. What does make it international is the presence of an obvious institution-wide positive attitude toward understanding better other cultures and societies, learning more about the political and economic inter-connectedness of humankind, a genuine desire in interacting with representatives of these other cultures and societies, a genuine desire to understand

> the major issues confronting the human and ecological survival of planet earth and to learn how to cooperate with others across national and cultural boundaries in seeking solutions to world problems, irrespective of one's own career, profession or station-in-life. Where such a positive international institutional attitude exists it inevitably translates itself gradually into the curriculum and university ethos.(1)

Harari looks upon ethos as a positive institutional attitude, the Herald-Tribune crossword puzzler calls it institutional character. Both are correct and are a part of ethos. I would like to carry it one descriptor further—"Spirit." A spirit which is formed from a spark, a flame, and a fire.

I waited to write this chapter of our book until after all of the others were completed and ready for press. I waited still longer until I found myself on an overseas trip for my university. I waited still longer until I had visited sister institutions in Finland and Latvia. My colleagues in their chapters wrote of the strategies for internationalizing higher education. Each chapter was a spark. Indeed, each of them are sparks for their institutions.

But I was still looking for something beyond the flame. The positive attitudes of people, the character of an institution, the spirit of coming together—these three exist, and they are the flame. What I found in Finland and Latvia was the fire—the final element of ethos—passion.

At the University of Lapland in Finland was the passion to find a unique niche for itself internationally. They were building on their geographical location to become a leading research university and catalyst among the circumpolar Arctic nations. To that they were adding an academic and research program in global educational media communications.

To carry the metaphor further—sparks were flying everywhere. Individual faculty, the rector and director of administration, the staff, the students were truly passionate in their support of these projects; and only in the Fall of 1992 did they reach a student body number of 2,000.

The passion at the Academy of Music in Riga, Latvia, included yet another ingredient—fervent nationalism. The Latvians' release from almost 50 years of cultural captivity has fueled a desire, a thirst for an international cultural exposure. Although the musical tradition of Europe surpasses that of the United States by hundreds of years, there remains a passion to learn from others while preserving their own.

Harari feels, "practically any experienced and perceptive observer to a campus can determine within a day or two the extent to which an international ethos exists on that campus." (2) He is correct. The first day

on each of the campuses in Finland and Latvia, I was able to make that determination.

Attitude, character, spirit, and passion an international university can make. The spark can begin anywhere—in the individual on campus charged with the international programs, in a faculty member, in the President, or in the students. The flames occur when individual programs begin to evolve and mature, and the fire consumes the institution when the programs come together and sweep the university.

What are the characteristics of a college or university that has or is developing an international ethos? Look first to the international growth areas.

1. Is there a continued growth of the number of international students on campus and do they represent a widening number of countries?
2. Are faculty actively pursuing and receiving an increasing number of grants and contracts for international research, training and technical assistance?
3. Is publicity for the international programs and successes growing and of a positive nature, especially in the student newspaper?
4. Are faculty genuinely elated when the institution has a successful international project?
5. Is there moral, administrative, and fiscal support for international programs by the administration, international office, academic affairs, student affairs, the deans, and departmental chairs?
6. Is there a steady increase in the number of international scholars on campus either for short-term or long-term visits, teaching and research?

Look then to the extent and nature of faculty/staff interest in, participation in, and support for the international thrusts of the institution.

1. Is there eager participation in linkages and exchanges?
2. Is there competition for overseas assignments of a long-term nature?
3. Is there excitement in and support for collegial international project success?
4. Is there funding for faculty travel and development initiatives?
5. Is there an eagerness to develop proposals for external funding for international activity?
6. Is there included in mission statements, planning documents, and promotion and tenure documents reference to the institution's international responsibilities?
7. Is there a true effort to internationalize the curriculum?
8. Is there true support of the internationalization of the institution by the President or Chancellor?

With what, then, can we, the authors leave you? We concur with Dr. Posvar that there is no great university without an international dimension. We have striven to help you build bridges to the future by suggesting strategies for internationalizing institutions of higher education. Each chapter of this book is one of the bridges. Let us then leave you with thirteen bridges to the future. (See next page.)

END NOTES

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Bridges To The Future

I. **ADMINISTRATION**—The three C's of international education administration are Commitment, Centralization, Cooperation.

II. **INTERNATIONAL STUDENTS AND SCHOLARS**—Commitment on the part of the host institution and cooperation and collaboration among its academic and administrative components are the keys to a successful international student and scholar program.

III. **FACULTY**—If faculty involvement in international education is to continue and expand, more emphasis must be placed on faculty development options and reward systems which recognize the importance of international competence for students and the critical role that faculty play toward that end.

IV. **CURRICULUM**—The internationalization of the curriculum is at the core of the internationalization of higher education, is critical to quality education in today's highly interdependent and multicultural world, requires the careful development and implementation of the commitment of individual institutions, and needs to be orchestrated through strong leadership and committed and competent faculty.

V. **EDUCATION ABROAD**—Increasing institutional awareness of the importance of international study programs is the key to creating an ambiance in which decision-making personnel are charged with developing study abroad programs which are connected to the home campus curricula.

VI. **PUBLIC SERVICE AND OUTREACH**—Universities can further their international mission through sharing of resources and collaboration with K-12, the private sector and other constituencies.

VII. **INTER-INSTITUTIONAL LINKAGES**—Linkage agreements are most successful when partners have been chosen carefully, policies and guidelines are well-defined, processes of implementation are carefully drawn, and funding sources have been clearly delineated.

VIII. **TECHNICAL AND EDUCATIONAL DEVELOPMENT**— In order to achieve success in development assistance projects, a university should combine rhetoric with a strategic plan, a time schedule with action, and dedicated untiring and committed people with resources to help them get the job done.

IX. **PUBLIC/PRIVATE SECTOR COOPERATION**—The strengthening of links among education, government, and the private sector should be based on the establishment of global corporate priorities, improved communication, collaborative programs and increased responsiveness to the private sector's needs

X. **ETHIC, CULTURAL INTERNATIONAL DIVERSITY**—The process of internationalization at minority institutions of higher education can be successful only when the process has been institutionalized and guaranteed administrative support.

XI. **INTERNATIONALIZATION IN UNIVERSITIES: A CONCEPTUAL FRAMEWORK**—Colleges and universities can use a conceptual framework to reflect on the dynamics of internationalization rather than focus on the creation of policies and structures and in doggedly seeking business.

XII. **DEFINITION OF INTERNATIONAL EDUCATION IN U.S. UNIVERSITIES**— International education is the multiple activities, programs, and services that fall within international studies, international educational exchange, and technical cooperation.

XIII. **UNIVERSITY ETHOS: THE SPARK, THE FLAME, THE FIRE**— University ethos cannot be dictated, directed, or legislated; it must evolve from the successful building of the preceding twelve "Bridges to the Future."